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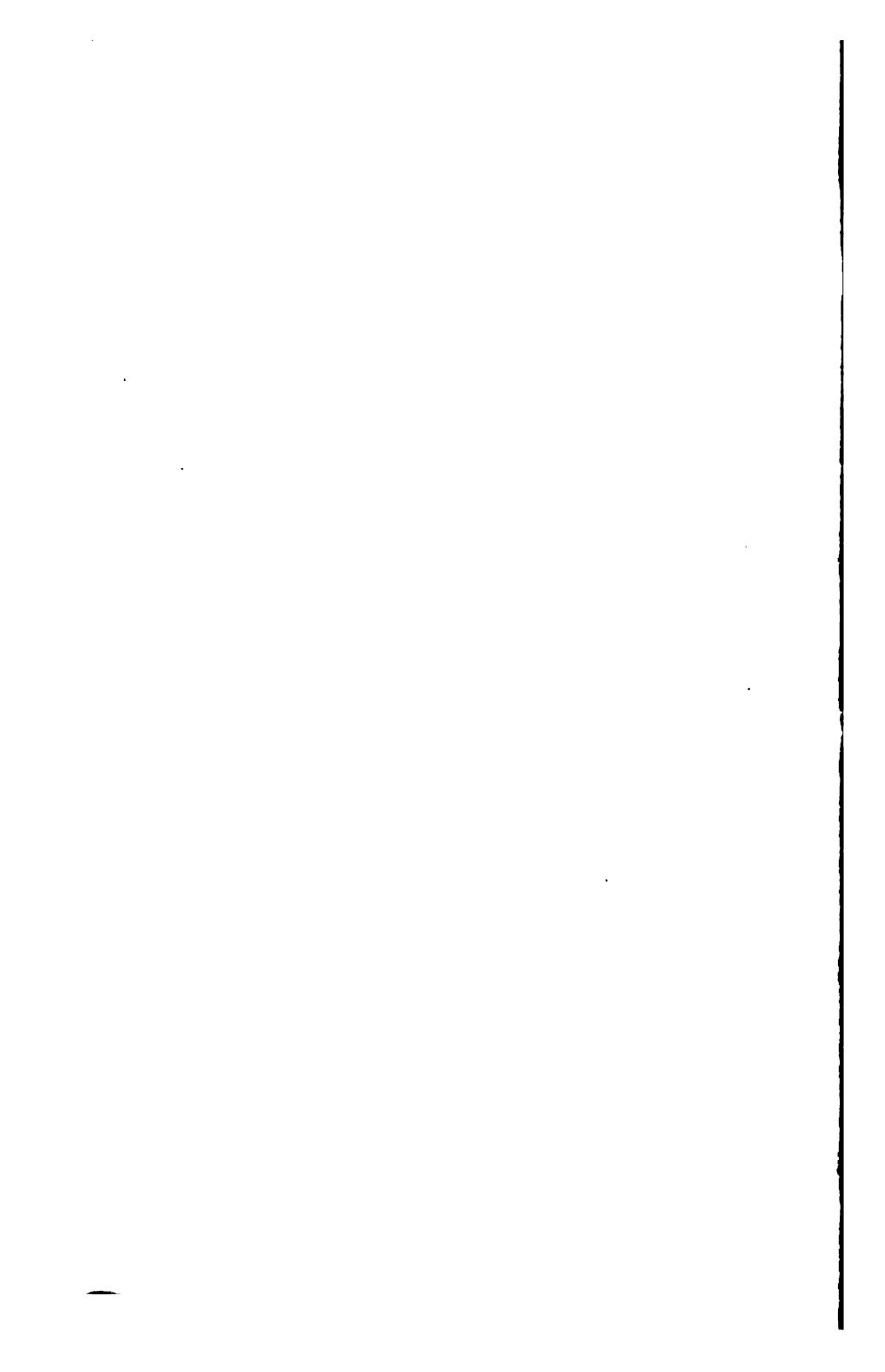
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MINNESOTA TEACHER

AND

Journal of Education.

W. W. PAYNE,

GEO. M. GAGE,

Editors and Proprietors.

VII JANUARY, 1873.

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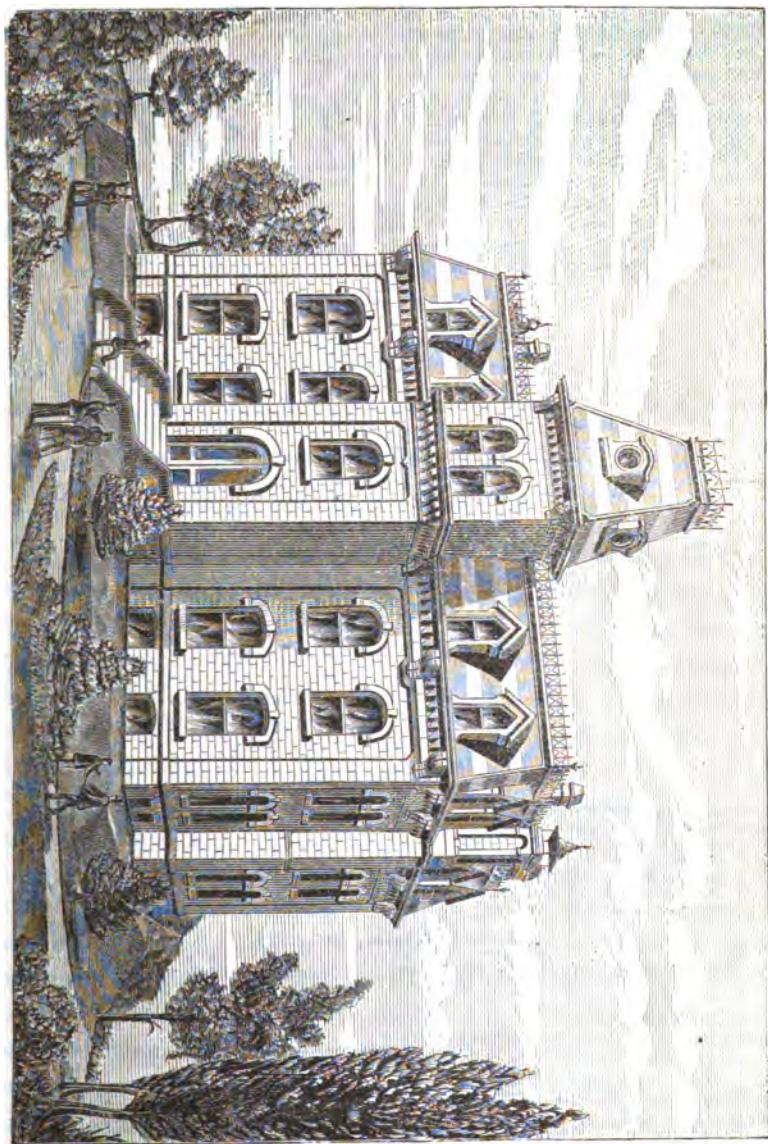
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CALENDAR FOR 1873.

Wednesday, Jan. 8th, 1873, Winter Term of 18 weeks begins.

Vacation of one week.

Wednesday, April 16th, Spring Term of 11 weeks begins.

June 30th and July 1st, Anniversary Exercises
Vacation of ten weeks.

Wednesday, Sept. 10th, Fall Term of 15 weeks begins.

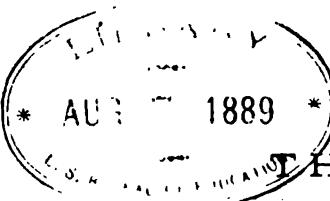
Examinations to enter College, June 28th and Sept. 9th, 1873.

The rooms in the Ladies' Hall are furnished with Stoves, Chairs, Tables, Washstand-Bureaus, Mattresses, and Bedsteads, and those of the new Hall, are supplied with the same, excepting mattresses. *All other furniture must be procured by the occupant.*

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Correspondence may be directed to

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THE
MINNESOTA TEACHER
AND
JOURNAL OF EDUCATION.

166
JANUARY, 1873.—NUMBER ONE.

A NATIONAL UNIVERSITY.

THE EDUCATIONAL PROBLEM for the United States seems now to be so far solved as to give us the reputation, both at home and abroad, of having as good common schools as any other country, and perhaps the best in the world. But in the higher departments of education we are not so successful. Academies, professional schools and colleges multiply on every hand, but their scholarship is inferior to that of the best schools of Europe. As for universities, it is not admitted abroad that we have any, and strictly speaking we have not, though many of our colleges have two or three professional schools connected with them. In their proper sphere, all these institutions are building up the general intelligence and virtue. They have served the country well, and satisfied nearly all its demands in that stage of our national growth, in which the energies of the people were necessarily engrossed with the development of our material resources. And now that we are able to give more attention to literature, their importance increases, and their character improves. In one sense, the elementary schools are of more importance than the higher grades, for the numbers benefited increase as we descend. The

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lowest culture is essential to all, the highest to but few. In another sense, however, the school of the highest grade is of the greatest worth. The knowledge of our own bodies and minds, and their pathology, and of the forces of nature, and their application to industrial uses, has generally come, and must still come, either from the special schools of the university, or from post-graduate private research. The chief universities of the world are in Europe, and this is perhaps the best reason that can be given why we are indebted to that country for the invention of the mariners compass, the telescope, gunpowder, photography, and printing, and the discovery of the laws of gravitation, the expansive power of steam, the circulation of the blood, the chemical analysis of light, the correlation of forces, and nearly all that we know of the laws of electricity. Many similar problems remain. Who, for instance, will discover for us the mysterious contact of psychology and physiology, and explain the important laws of their mutual relation and dependence, or who will master for us the grand problems of the Aurora Borealis and the magnet, and reduce their inexhaustible forces to utility as a motive power in our common industries? Inventive genius is an acknowledged characteristic of the American people, and yet these rich fields for its exercise are practically closed for the want of thorough special schools, where such problems are discussed, and made the subject of patient laboratory research. American inventors have as yet only applied the scientific principles discovered in foreign laboratories. Now it is time they should begin to *discover* as well as to apply.

A true university is the great educational necessity which remains to the American people. Since schools of the lower grade must always feed the higher, the country was under the necessity of beginning where the individual does—with the primary department. From that we have advanced rapidly up to the last step, and here we falter, not because our educators and patrons of education fail to appreciate the importance of universities, but because they mistake the way to get them.

The best and surest, if not the only way for the United States to build a true university in this century, is by the intervention of the general government. In a message to Congress, at the opening of the present session, President Grant recommends that the proceeds of public lands be devoted to education. Such a disposition of the funds in question seems to meet with general favor, but upon the question of the particular mode of applying them, we are divided. Two views of this subject are embodied in two educational bills now pending before Congress—one appropriating the funds to the Common Schools, the other to the Colleges of Agriculture and the Mechanic Arts. Each of these bills contains excellent features, and if compared together, the first favors the larger number of students, the second the more advanced studies. The common schools have not been properly developed in the weaker states, and some of the colleges referred to are leading but a feeble existence. If, therefore, the contemplated educational fund is not likely to be large enough to justify its division between two or more beneficiaries, it becomes very important that the merits of the different candidates should be thoroughly discussed before the funds are exhausted upon either.

A bill to establish a National University, was introduced into the U. S. Senate on the twentieth day of last May, and referred to the committee on education and labor. The University is a third candidate for the national patronage, more necessitous certainly, and more deserving, if possible, than either the common schools or the colleges. It is not necessary, however, that I should assert any superiority of the former over the two others, in order to establish its priority of claim upon the national government under the present circumstances. The three are essential and co-ordinate departments in a complete educational system. Two we have—the third is wanting. They are casual rivals now for government favor, but their interests are one, and neither can be built up without strengthening both the others. Since, therefore, our national congress labors under no constitutional disability to prevent even a direct appropriation, if

necessary, from the United States Treasury, to found and endow educational institutions, I shall discuss the necessity of a National University without further reference to the source of the endowment, or the rival claims upon government patronage.

A National University for the United States is no new idea. In the infancy of the nation George Washington recommended to Congress the founding of such an institution. The measure found but few earnest friends at that time, and failed. Thomas Jefferson and John Quincy Adams repeated both the effort and the failure. Congress was prevailed upon, however, in 1802, to establish a Military Academy, and a Naval Academy in 1845. The following year they founded the Smithsonian Institution at Washington, according to a bequest of James Smithson, of London, "for the increase and diffusion of knowledge among men." These three institutions are all we have that are strictly national in the natural range of their benefits, the "National Colleges of Agriculture and the Mechanic Arts" being simply an educational commutation to the several states, of a part of their interest in the public lands, and the influence of each of these colleges being confined within state lines, quite as much as is that of the "State Universities." It might not be impracticable, if a National University should be established, to incorporate with it the three national institutions above referred to, the Military and Naval Academies constituting together the university department of War, and the Smithsonian Institution being devoted to some such department as Medicine, Music or Art, but retaining its present title according to the conditions of Mr. Smithson's bequest.

The most persistent efforts yet made in this country towards establishing a true university, have been by the friends of our chief colleges, in vain endeavors to advance those institutions to the desired grade. Many of them have adopted the title "university" in advance, hoping soon to make it good. "Harvard" has come nearest to this high aim. But it was founded in 1636, and had about two centuries the start of the majority

of its rivals, though even now more than half of its 1,214 students are in the college proper, which forms no part of a university, but which Harvard could ill afford to drop, and confine itself to legitimate university work. Shall we conclude, then, that a university is impracticable for the United States? By no means. It is *three hundred universities* that are impracticable. Our chief difficulty is with the *patronage*. If Harvard were the only institution in the land that wanted to be a university, how quickly it might become what it desires and deserves to be! But every college in the country is its rival, and new ones are constantly springing up on every side to divide the patronage still further. They multiply much faster than they can be properly endowed and provided with the necessary buildings and apparatus. Even the undergraduate departments are generally far too small to be run to the best advantage, and what must the professional schools be? It is apparent that this must be a very long road to the university we seek, if indeed it leads thither at all.

All the people require the advantages of the common schools, and as few as twenty scholars may be taught in one school without serious disadvantage even financially. Every small village, therefore, can afford such a school. Suppose twenty persons out of every thousand required a college education, and that as few as five hundred could be trained together to the best advantage, then each state could afford about five colleges. If one person out of every thousand required a three years' course in a university, and if as few as five thousand students could be instructed to the best advantage in a single school of this highest grade, then the United States could afford two universities. But the "new education" will probably require many more special faculties than the old, in which case the whole supposed patronage of the United States for this grade of school will be a very desirable number for a single National University. The University of Prague is said to have had twenty thousand students in its best days. These students were scattered on account of political differences. The same motive

has given Germany eighteen universities, the majority of which are not worthy of the name, for want of students and funds. It is hard to get rid of the seventeen, but the interests of education would fare better if there were but one. Students are allowed, however, to pass from one university to another every half year, so that they can hear the lectures of all the most famous professors in their department. America is so fortunate as to have no schools which may not continue right on in their legitimate work with the best of results, *provided* they do not attempt to become universities. In such attempt only two could succeed, for want of students, and the other two hundred and ninety-eight aspirants would be sure to prevent the two. As colleges, these schools have room for improvement, and a field of great usefulness is before them. Their work will be to impart a general knowledge of science and literature to young men and women, of whom the majority will go immediately from the college to their life-work, but perhaps one out of every score will add from one to three years in the best university, whether they find it in America, or have to seek it in Europe, at a much greater expense, and under less desirable moral influences.

Some educators question whether America is ready for even one university. They fear our scholars will not seek as high a culture as the scholars of Europe. They do injustice to the spirit of the rising generation of American students. Many are now surmounting the greatest difficulties, and sometimes undergoing extreme privations and hardships, to acquire the highest educational advantages. They cross the Atlantic by almost every steamer. Each of the most prominent universities in Europe have a score or two of students from the United States, who are supplementing a college course, and often a professional course such as America affords, with from one to five years of hard study in some special department. For every one who now goes to Berlin, ten or twenty would probably go to Washington if we had as good a school—and we might have a better one. Much money would thus be saved to the student, who is apt to need it,

and the whole cost would be saved to the country. It would also be a great economy of time. For the professional work which might be done in America in one year, requires two in Germany, on account of the difficulties of the language. Many of our professional men in middle life, feeling a disadvantage in competition with those who have enjoyed later and better privileges, are breaking away from active duties and visiting the lecture-rooms of foreign universities. Many more of this class would gladly go if it were practicable, and they would doubtless think a semester or two quite practicable if they could hear the same lectures in their own language and in their own country.

Senator Morrill, of Vermont, in a recent speech upon one of the educational bills above referred to, said that "science and the arts ought to take precedence of the classics in the education of American youth." Latin and Greek, it is true, have been given a forced and damaging prominence in the higher education, ever since the best schools were in monasteries, and under the control of the Latin and the Greek churches. This abuse we can correct. But "American youth" are much better provided with schools, than are American men and women, many of whom are painfully sensible that they have come to maturity without learning all that is worth knowing. The Honorable Senator whom I quote, has some colleagues who might, greatly to their advantage and ours, work up some neglected subjects, such, for instance, as International Law, Political Economy, or General History, if we had a school adapted to their years and dignity.

Many of our college professors would be most happy to make thorough special preparation for the work to which they are called, if facilities were at hand. This would soon result in more thorough instruction in all our higher educational institutions, and thus be of inestimable value to the country. A college graduate is but poorly prepared to turn immediately round and take upon himself the duties of a professorship; and the professor is the man who knows this best, but he can ill afford to go abroad to prepare for

a calling which pays for but indifferent service, even when it gets the best. Three years of faithful study under the direction of the best living masters in their department, would not only acquaint them with the whole literature of their profession, but would also give them an opportunity to catch something of the inspiration of great minds, without which their own labors must fail of the highest success.

It may be expected that many intelligent women, whose education has been arrested at the closed doors of colleges, will avail themselves of university privileges, to gratify their literary tastes and fit themselves for greater usefulness. There has been for several years a fair attendance of ladies upon the lectures at the Sorbonne, and upon the public scientific lectures in this country.

It will, perhaps, be pertinent to mention in this connection, the necessities of our national literature, which is sadly out of proportion to the intelligence and numbers of our people. Valuable books, especially on scientific themes, are generally the fruit of years of study, and as America offers fewer facilities for such study than Europe, we are often obliged to borrow and translate foreign text books for use in our own colleges. They are good, but not as good nor as well adapted to our students as might be, and it is a shame to be dependent upon them. Many of them have been produced by university professors, who teach but one branch, and exclusively by lectures, so that the whole time and strength of many years, are devoted to the production, for their classes, of the best possible exposition of their subject. When such a course of lectures has been several times delivered, and as often carefully revised, it is printed and given to the public; and thus the universities are our chief dependence for the scientific literature of our public and private libraries and home tables. American professors have thus far done very little of this work, and for the best of reasons. The country affords them only a poor preparation, and each professor is given about six men's work—not in the number of hours required, so much as in the number of

branches—so that his whole time and strength are exhausted upon routine duty in text-book recitations, leaving him no opportunity for writing or for original investigation.

The still more practical side of education may doubtless gain greater advantages from a well appointed university than the past has given any experience of. The “coming” farmer will be a man of science as surely as the physician. The Trades also, or the Mechanic Arts, will soon discover how the head can assist the hands. Then they will take their place in the university side by side with the Liberal Arts.

In consideration of all these large classes of our citizens that would be benefited by university instruction, and begin to appreciate its necessity, it does not seem improbable that a complete and thorough National University might draw from our own States, about as many students as ever attended the University of Prague, and that as soon as we could establish a reputation abroad for thorough scholarship, foreign students would begin to return the tuition paid out by Americans in other countries.

Education in the United States has been long enough in its teens. It has been a wonderful child, but it is a child no longer. A century has passed over it, and it has grown to giant stature. How can we better celebrate its majority, and the centenary of our national independence, than by emancipating it from foreign tutelage, and establishing on our own soil a noble, modern university? The literary taste, capacity and necessities of the people demand it. The resources of the country justify it. The experience of other nations encourages it. We may improve upon the past. We may avoid the faults of the old universities, and add to their merits whatever in this age and country promises to contribute to our intellectual or material development. This would enlarge the scope of a university, and make this new nation the first to give that name a practical interpretation according to its true import, as a school for *all* the branches of learning.

Less than is here contemplated would hardly be above the

rivalry of existing institutions ; and rivalry would divide our resources, and limit our success. "The University would most thrive," said Washington, "if sustained by the resources of the whole nation, and would give to the people of this country a homogeneous character, tending as much as any other circumstance, to the permanency of their Union."

W. C. Sawyer.

METHODS IN HARMONY WITH NATURE.—*To know* is a great attainment. *To know how to do* is a high art. The first comprises knowledge ; the second, the ability to use it. To secure the great attainment is the first duty of every teacher. To master the high art is of equal importance ; it makes the first valuable, and insures success in its use.

It is strangely curious that the doing of the same thing may be both easy and difficult—easy when done in the right way, difficult when done in the wrong way. Success attends the doing in the right way, failure is sure to follow the doing in the wrong way. Let teachers remember their first duty in regard to methods of instruction—to know which ones are in harmony with nature ; also take due care in so attending to the second as to master the high art of using these methods in the best manner, and a crown of success shall be their reward.

E. A. Calkins.

GOOD WORD RESPECTING DISCIPLINE.—Parents and teachers ought always to make calculation for the occasional appearance of traits that may not be characteristic in their children and their pupils. A liar's lie is characteristic ; but a truth-teller's lie is not, and it would be cruelty to treat it as such.

It is not best to deal very seriously with traits of conduct in the young that are not characteristic. "That was not at all like you. You will never do *that* again, I know," will probably be better than anything more severe. And let us all in charity remember, too, of one another, that there are *traits of character not characteristic*.—*Independent*.

THE HIGH SCHOOLS OF MINNESOTA.

The progress made in educational interests in our young State is often spoken of with pride. Our noble school fund is often the subject of congratulatory remark, while our excellent Normal Schools and our efficient and prosperous University are themes upon which we dwell with just pride, when we reflect that they are the results of but a few short years of labor. Private enterprise and denominational zeal, too, have founded schools whose careers of usefulness we mark with pleasure. In many of our cities and towns, have been established school systems, which for completeness of outline and detail of operation, would compare favorably, with those of many older cities in more populous States. Our educators have seemed to realize that their first work must be done in the lowest grades of their schools, and that to utilize them, good work must be done here.

Our High Schools, which should crown and round out the systems of free schools in all our thriving towns and cities, are to-day in a rudimentary state. In some places nothing more of high school work has been attempted than the formation of advanced classes, that proceed without a well arranged system, or a well defined course of study. The thorough organization and improvement of schools of this grade seem to be imperatively demanded, and to condition our highest usefulness in the field of educational labor. Much of improvement has been made and is being made in primary schools, but no argument founded on the importance of primary schools lies against this higher and not less important work.

Local Boards of Education sometimes from a narrow view of the aim of educational systems, discuss the propriety of sustaining such schools, and sometimes we hear it unjustly charged that the wealthy alone, are the ones to be benefited by their maintenance. But is the instruction in our schools to be confined within the lowest possible bounds? Is it not rather wiser

to elevate it to the very highest attainable standard? It can surely be affirmed, that the system of public schools, which most subserves the interests, and most commands the confidence of all classes will be most likely to have the greatest measure of success.

The influence of a successful high school upon the schools subordinate to it, can scarcely be measured or expressed in words. It cultivates in the young a desire for broader culture, while it furnishes the means of preparation for it.

Perhaps the high schools of our State have no greater need, than that of a systematic and well arranged course of study. In the West, where all the tendencies are against extended courses, nothing acts as favorably in retaining pupils in the school as that they may be able to see the end from the beginning.

This course might be something like that recommended by the committee appointed at the last State Educational Meeting for the purpose of presenting a course of study for the high schools of the State, as set forth in a late circular from the Department of Public Instruction, and based upon the requirements for admission to a certain year of the collegiate department of the State University. This course of study must of course be flexible enough to meet local demands, and subserve the interests of different localities.

A uniformity of labor among the high schools of the State, as far as practicable, and a subordination to the State University, cannot fail of beneficial results. To this all our labors should tend.

Our high schools need the fostering care of their local boards of education. Apparatus to illustrate the elementary principles of Natural Philosophy and Chemistry, libraries furnished with books of reference and encyclopedias, and museums for illustrative teaching are essential to their full development; and these are only to be obtained by the efforts of appreciative boards. With all these things, and with competent and faith-

ful teachers, our high schools have a career of usefulness before them second to no department of our educational activity.

What an influence has been exerted upon the young men and young women of Boston and Philadelphia by the high schools of those cities, schools whose diplomas far more than those of many of our colleges, answer the purpose of a recommendation to a business situation and a passport to society.

Nay, their influence is not measured by city bounds, but is felt throughout the length and breadth of our land.

I say, then, in conclusion, that high schools, worthy of the name, with well defined courses of study, are among the educational needs of our State, and that these with the fostering care of local boards, and with the accessories only to be obtained by such care, and with competent and faithful instructors, can make, with the other agencies already at work, a system which will make our State illustrious for educational activity and for the completeness and perfection of its work.

The University needs such schools in order to attain its greatest usefulness. The schools of each town and city of our State require such for their own efficiency, and boards of education seem guilty of the grossest neglect of their duty to the public, if in this regard they are satisfied with anything less than the highest attainable results.

B. F. Wright.

LAVOSIER somewhere says: "Organization, voluntary movement, life, exist only at the surface of the earth, in places exposed to light. One might say that the fable of Prometheus's torch was the expression of a philosophic truth that the ancients had not overlooked. Without light, Nature was without life; she was inanimate and dead. A benevolent God, bringing light diffused over the earth's surface organization, light, feeling and thought."

ELOCUTION IN PUBLIC SCHOOLS.

Elocution anciently embraced style and the whole art of rhetoric; now the term signifies manner of delivery. It is, then, the intelligent utterance or delivery of words. We say of elocution, it is good or bad, clear, fluent or melodious.

It is nearly synonymous with eloquence, the only difference, the latter embraces *every mode* in which deep feeling may be expressed—either by words, looks, tones or gestures, while elocution has to do more directly with utterance; still we cannot conceive of an eloquent speaker whose *Elocution* is *faulty*.

We wish to consider some of the advantages derived from a proper study of this subject, which we believe to be the most important part of our teaching. Education in any department is important in proportion as it gives a healthy development of strength and influence. The human voice, in its various uses and modulation, being the most prolific avenue of influence, must be of the first importance in education.

Our happiness, both physical and mental, and, to a certain extent our moral well-being, depend not only upon exercise and food, but are conditioned upon our breathing—the *kind* of air and *how* we breathe.

Man's influence over his fellowman is most wonderfully proportioned to the tones of his voice, the expression of his countenance, physical development and general bearing.

And the facts in reference to each of these subjects cannot be separated from a proper study of elocution. Yet no science is so illy appreciated and generally neglected as this. Hence, so *few* good elocutionists, where the distribution of voice, talent and natural ability is so general.

We see parents expending large sums of money upon the the musical education of their children, where, in many instances the child has not the slightest taste or talent for such an

education; consequently the result of musical training in such a case is very unsatisfactory to both parent and child.

The piano, organ, or melodeon, at fashion's behest, must needs occupy the most important place in the parlor—though often a silent guest—and one must confess the silence preferable to the unmusical drumming to which we are obliged to listen. And how carefully guarded from dust and rust are these instruments of man's invention and skill—while that wonderful instrument—the human voice, that "harp of a thousand strings," whose mechanism is so wonderful, and, when rightly attuned, so powerful to entrance, influence, and control human hearts and minds—is, through ignorance, so neglected and abused that any excellency in power and strength is seldom attained, while germs of disease are being implanted and developed by improper use and treatment.

That public sentiment is being awakened to the importance of this subject, is evident in the large audiences that assemble to hear our most noted readers, in the increased interest manifested in elocutionary exercises in our public schools, and in the provision made by many of our eastern cities for securing special teachers of this art.

And the day is surely coming, when to be able to read well, will be regarded as quite as important as to be able to repeat a grammatical rule or solve a mathematical problem. We close this article with an eloquent extract from an able writer on this subject:

"The human voice is to be considered as a musical instrument—an organ, constructed by the hand of the Great Master of all harmony. It has its bellows, its pipe, its mouthpiece; and when we know the 'stops' it will discourse most eloquent music. It has its *gamut*, or scale of ascent or descent; it has its keys, or pitch, its tones, its semitones, its bass, its tenor, its alto, its melody, its cadence. It can speak as gently as the lute, "like the sweet south upon a bed of violets," or as shrilly as the trumpet; it can tune the "silver sweet" note of love, and the "iron throat of war;" in fine, it may be modulated by art

to any sound of softness or of strength, of gentleness or harshness, of harmony or discord. And the art that wins this music from the strings is ELOCUTION."

Julia H. Thomas.

To be sure it is very hard for some persons to listen. They have a gift for talking, and they like to exercise it. But these are the very persons who should do a great deal of listening. They know what a luxury it is to talk, and they should give their families and friends a chance to learn the art. Besides, like farmers, they will often find much advantage in a rotation of crops. A season of listening is often a most excellent preparative for a season of talk.

It is often supposed that if a man has a good thing to say, he will say it, but this is not necessarily the case. Very often he never says it, because no one will give him a chance. He don't want to waste his speech on fools, and the smart folks want him to content himself with hearing what they have to say. This happens—not in connection with very good things perhaps, but things that might lead to very good things—every day and every hour, in thousands of families, all over the land—to say nothing of society.

There are those who so seldom have a chance to speak to interested ears, that they gradually withdraw themselves into themselves, where not generally finding much, they intellectually pine away.

To be sure, we should not fail to become good talkers, if we can; but, do what we may, we can only make one talker of ourselves, whereas, by proper listening, we may make a dozen talkers of other people.—*Frank R. Stockton, in Scribner's for January.*

COMPULSORY EDUCATION.

Such are our constitutional tendencies, and such the influence of surrounding circumstances, that compulsory education is not optional with us. Educated we must be, it is forced upon us. The child that, *in popular parlance*, is left, by inconsiderate parents, or guardians, to do as he pleases, gets, of necessity, an education, and, with the fewest exceptions, *a bad education*. The reason is obvious; there is no praiseworthy advancement in the formation of character—the maturing of moral and mental qualities—without persistent and intelligent labor-effort. It is, to use a pertinent, if not classic phrase, an “up-hill business.” Negligence and sloth in the tiller of the ground, favor the growth of weeds—noxious plants—but never produce abundant and luxuriant crops. As in the physical world, so in the educational world, “By the sweat of thy brow shalt thou live,” and round out, fill up character efficient and symmetrical. Utter indifference, and negligence, *forces* the child to follow “every new direction of the current,” and thoughtless as the floating leaf, he becomes, *at best*, a mere drone in society; and, allowing, that there is only one chance in a thousand of his becoming an expensive criminal—a vicious nuisance—in society, we are compelled to make an additional allowance, by no means flattering, to those who advocate the non-compulsory system of education, that there is *less* than one chance in ten thousand of his becoming a very useful and influential man. And, if we can flatter ourselves with the *noble* thought, that a very small percentage of the ignorant become dangerous criminals, we cannot avoid the conviction that they are mere ciphers in the “body politic,” with only an arbitrary value imparted by the dextrous, if not selfish, manœuvres of the intelligent and designing; and, though they may not be able to find their way *conveniently* and *safely* from St. Paul, Minneapolis, etc., to *Stillwater*, they are in no great danger of

tunneling the Thames, piercing the Alps, inventing, making and laying submarine cables, and of sending interesting, useful and profitable telegrams

“From Greenland’s icy mountains,
To India’s coral strands.”

It is a thought that should stir the inmost soul, and move the energies of every considerate patriot, that if the thriftless trash —the ignorant idlers—not the *criminal* nor continent of the South, had been equal in letters to the delinquent peasantry of Russia, (could the merited judgments of God have been averted) the war of the rebellion would have been arrested in its incipiency, the “irrepressible conflict” peaceably and happily settled, and we saved from the grief, mortification and chagrin of looking down, deep into the fathomless abyss of *treason* and *infamy* into which a Davis, a Johnson, a Lee, a Beauregard, and even a Maury, a Jackson, and a Stevens have hopelessly plunged themselves. Still the redeeming consideration of the brilliant exhibition of the vast resources and capabilities of the country, the invincible prowess and intelligence of our armies, and the virtue and patriotism of our citizens—*native* and *adopted*—go far to cast a hue of brightness o’er the dark back-ground of the frightful picture. But, who can tell what would have been the result had the Government, in the absence of all other motives, been powerless to compel to arms? Traitors, deserters, cowards, etc., there were in abundance, but none of them shed tears over the failure of the compulsory powers of the general Government! *If you please*, was out of the question, unless practically prefaced by *voluntary action*!

Delinquent Prussia in educational matters, and crudite France, furnish testimony reliable in the Franco-Prussian war that an educated soldiery are desperate enemies when trusted with the implements of death. The delinquent Prussians, with papers, maps, etc., in pocket, and a skill to use them, made their onsets so correctly, terribly, and stubbornly, that they ran down the educated armies of Napoleon with the ruthlessness of wicked vandals, to the utter discomfiture, if not disgust, of himself

and educated "Braves." Had France been less rigid in its educational demands upon her subjects, she might have had a less favorable opportunity to call out the admiration of the world in the prompt payment of her war indemnity. France and Austria still live, and *stubborn facts* convince them, that Prussia's compulsory system of education is a *miserable failure*; it has their *deepest and bitterest execrations*!

Richard Walker.

FEMALE EDUCATION.—Fathers are willing to pay for the education of their daughters, but not to examine into the thing they pay for, and clearly they are willing to provide funds for establishing schools. Readiness to give money is the practical test of the strength of a man's conviction, and money is given for boys and is not given for girls. In the proportion of 92 to 1, men enjoy the benefit of the ancient endowments as compared with women, and the proportion of modern subscriptions or donations does not even allow that ratio. New schools are rising on all sides, and not before they are wanted, but no one seems to remember that those boys all have sisters, and that the existing means of educating them can not be supposed to be more adequate to the demand than the existing resources for boys, for whom so much has already been done; and no one bestows a thought on the folly of providing, that, side by side with the higher trained mental powers of the men, there shall ever be the influence of an equal number of the half educated and the untrained, so as to neutralize as far as possible the national benefit to be derived from so much national outlay.

Emily Shirreff.

In Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Instruction obligatory.

THINKERS AND OBSERVERS.

Men of science may be divided into two great classes—thinkers and observers. And, although both classes are often represented in one individual, the distinction between them is practically valid. For, in classifying mankind, no sharp boundaries can be drawn. The observer, on the one hand, contents himself with merely ascertaining facts, and rarely deduces more than the simplest and most obvious conclusions from them. He is in some measure an intellectual miser, who accumulates but never uses. It is the thinker, however, who gives shape to science. His generalizations make true science possible. To him a discovery amounts to something more than its mere self, and is valuable like a choice seed, largely for what it may become. He ranges facts into series, gives each series its proper place in a science, clusters the sciences into groups, and studying these groups with reference to each other and to the grand problems with which thought is always busied, seeks to arrive at higher conceptions of the universe, and of the essential unity of all material things. At the present day, this method of comparison has led to the announcement of the philosophy of evolution; a philosophy which places the physical world in a clearer light, and classifies a greater number of facts, than any other scheme that human earnestness and ingenuity ever devised. Surely it is worth while for us to study all great discoveries with reference to their bearings upon this philosophy.

"Evolution and the Spectroscope," in Popular Science Monthly for January.

THE great blessings of mankind are within us, and within our reach, but we shut our eyes, and, like people in the dark, we fall foul upon the very thing we search for, without finding it.—*Seneca.*

THOUGHTS UPON NATURAL EDUCATION.

Nature satisfies but does not sate.—It is true, that although Nature satisfies awakened curiosity, she does it in such a way as to leave the inquirer still searching to know more of her truths. She satisfies, but does not satiate. In this respect, she is an example to be followed by the human teacher. It is for us to give to our pupils that which will cause them to be contented, for in this case our teachings afford them pleasure. It is for us to satisfy them, for else they go away feeling that we either could not or would not feed their minds with the food required for the day and the occasion. They leave us, it may be, with painful doubts, and with other than pleasurable emotions. If they come to us again, they will not come with an increased, but lessened confidence. But it is not for us to glut our market. It is not for us to fill our pupils to satiety. This will breed disgust. It creates mental nausea, just as too much food for the body causes bodily nausea.

Mental Dyspepsia.—The healthful eater leaves off with a good appetite. It is unnatural for a man to be a glutton. Gluttony is a species of disease. Ordinarily, one who has over-fed on an occasion, suffers pain for it, and is taught better than to do it again. So it is in respect to mental feeding. The learner suffers, and must be taught that there are limits to the mind's powers of digestion, as well as to those of the body. Continued repetition of this over-loading of the mind produces decided mental sickness. It may produce bodily sickness too; but the mental sickness is worst. It becomes as much an impossibility for the mind to perform its functions healthfully and vigorously, as for the bodily organs of one who has long been over-tasking his digestive apparatus. There are mental dyspeptics as well as physical. And it is ordinarily true, that mental dyspepsia accompanies physical. Nature's pupils never come to her reluctantly, though they often leave her regretfully,

wishing that the period for instruction had been of longer duration.

Nature Adapts Her Food to the Condition of Her Pupils. We mention another way in which the methods of Nature are safe guides for persons employed as instructors of youth. Nature awakens a desire in the mind of her pupil to receive just the kind of nourishment which is needful for him, and having done this, she provides that nourishment. In childhood, she arouses the desire to know her simple and more easily comprehended truths. We at once pronounce any desire to know truths beyond those which are simple and easy to be understood, precocity, untimely ripeness. And the questionings of precocious youth are checked. There is the feeling, that such premature growth is unnatural, and, therefore, dangerous. Nature's children have no unnatural precocity. They present great diversity in respect to rapidity of growth, but the strongest mature the most slowly. The sturdy oak has centuries for growth, centuries for mature life, and centuries for slow, almost imperceptible decay. The most evenly balanced, and strongest intellects have had the longest period of nonage. But then, there are natures whose growth is rapid, and they are neither to be despised nor neglected. Nature would have them brought to perfection sooner than their more plodding brothers and sisters. She has food for them, and so must the human teacher.

Two Classes of Human Teachers.—And here, I think, human teachers range themselves inevitably into two great classes. The one is, by nature, adapted to help forward that large class of youth who mature rapidly. The other, as naturally, addresses itself to those who mature slowly. Not that I think either class unfitted entirely to render assistance to all the pupils who may be placed under their direction. The test that Nature bears, every true teacher must bear. Nature is able to teach all, and so should every human teacher be.

Of course the unlearned can not instruct the learned. But he who sets out as an instructor of youth, must be capable of giving to each his meat in due season. His meat, the meat that

he requires, not that which is good, not that which, on general principles, is nutritious, not that simply which is adapted to his age, but *his* meat. And he must give it him in due season. If his mind moves rapidly, he must have his supplies rapidly. When there is an appetite, is the time to give food. That time having passed, it may not return, when you call for it. On the other hand, if the pupil's mind moves slowly, then must the teacher patiently stand by, until the new thought is born within his mind. If one would be apt to teach, he must learn from Nature, to "teach right things rightly," and at the right time.

But teachers are Nature's assistants, and what if she has some who are apt to teach one class of her children, others to teach another? In that period which is emphatically the period of growth, all the activities of mind and body are naturally intense. It is the period of greatest activity of both mind and body. From the realm of Nature, in a world entirely new to him, the little child tastes daintily, and with a keen relish, of such things as are adapted to his wants. He learns many things, and learns that concerning them, which his undeveloped understanding is prepared to comprehend. Nature teaches him these things with rapidity. She does not keep him long waiting, but gives him his bite of knowledge, and lets him ask her another question, or else puts a question to him adapted to his age.

G. M. Gage.

"CONSIDERING," says Mr. Trollope, "how much we are all given to discuss the character of others, and to discuss them often not in the strictest spirit of charity, it is singular how little we are inclined to think that others can speak ill-naturedly of us, and how angry and hurt we are when proof reaches us that they have done so. It is hardly too much to say that we all of us occasionally speak of our dearest friend in a manner which that dearest friend would very little like, and that we nevertheless expect that our dearest friends shall universally speak of us as though they were blind to all our faults, and keenly alive to every shade of our virtues."

PRACTICAL DEPARTMENT.

GRAMMAR TEACHING. I.

The study of grammar should be begun in the primary school. We mean that there the child should begin to learn, with due regard to what is adapted to the age of the learner, what is right in respect to writing and speaking the language. The time is past, when the mechanical utterance of letters, syllables and words in the schoolroom, can be considered satisfactory as an indication of knowledge, and the dawn of real intelligence is looked for and expected in the earliest stages of school life. It is because that times are entirely changed in respect to this, that a new class of teachers is demanded for the primary schools. The primaries are not the place for text-book instruction. Many of the books which have recently been prepared, with much care, and with wise reference to the things to be taught, and the methods to be pursued in the early instruction of children, are far too good to meet with the fate which we fear awaits them. It requires real intelligence and refined skill on the part of the person who shall guide to their right use. Very lamentably true it is, that a large number of our primary school teachers can make no good use of these books. Their minds have never been so trained that they can lay hold of and skilfully apply principles. The plan and scope of a treatise, and the best way to use it, they have not the requisite culture to apprehend. And if, by any good fortune, the light of a mind more truly developed is shed upon the pages of the author for their special benefit, they are as one beholding his face in a glass

who straightway departs and forgets what manner of person he is. The knowledge is too wonderful. They cannot attain unto it.

The person who is thoroughly prepared to do the work which should be done in the primary department, carries to that place a light which no text-book, however skillfully prepared in respect to matter and illustrations, can ever introduce. With the hand of a refined master, he touches the eager springs of intellectual life, and the sweet harmonies of nature are heard and seen and felt by him and by his pupil.

And now, if it be true, as has been said, that the beginnings of systematic teaching should be made to cluster about three points, that which relates to forms, that which relates to sounds and that which relates to number, it is not a difficult proposition to maintain, in the light of what we have already said, that the study of grammar should be begun in the primary school.

The teacher possessed of culture is a constant lesson in the use of language, as well as in all the other things which belong to primary education. Her refinement gives to her pupils a vantage ground in the start, which, except under the most unfavorable circumstances, can never be lost in after years. And on the other hand, the absence of an instructor possessed of solid attainments and a well poised character, is a loss for which no after fortunate surroundings can compensate.

It is not language lessons, though these will be given, and it is not object teaching, though this will be prominent; it is rather the permeating and elevating power of a disciplined mind and exemplary manners. The child's character is as sensitive to the touch of the adult mind of his instructor as is the tiny plant to the touch of the winds of heaven. Its impressibility is intense. The mental outreachings of the child are constant and eager, and the question with what it shall have contact and how it shall touch and be touched, is all-important.

But we sometimes doubt whether anything is really gained by leading young girls, with little character and less science, to

try object lessons upon these little folks. A sort of facility in manipulation these tyros thus get, but they are tyros still.

It will be a pleasure to us, in future articles, to set forth to some extent what we would do, and how we would do it, in the matter of teaching English Grammar in the various grades of our public schools. This we shall do, not because we are certain that our ideas are better than those of many others who read these pages, but in the hope, that, to some who have had less experience than ourself, our suggestions may have some value.

It is our intention to explain and, to some extent, illustrate our methods and plans for instructing all the classes, beginning with the lowest, and we hope that our readers, should any question arise concerning statements which we may make, will favor us with queries. An answer to these might prove more useful than anything which we should otherwise write.

As justification for the commencement of this series of articles, we present the following letter:

WORCESTER, MASS., Dec. 19, 1872.

Prof. Gage:—

Through a mistake of one of my friends to whom I applied for your address, I sent a letter intended for you to the Supt. of Schools at St. Louis, Mo. Fearing that it might not reach you, I thought best to write again.

We are having a great stir upon the subject of grammar in this place. There is a great deal of dissatisfaction in regard to the results attained, and committee and teachers are earnestly looking for a better way of teaching it. I have full faith in your Symbolic Analysis, but do not know enough about it to apply it fully.

I was a member of your school at Farmington for about seven weeks, some six years ago. Of course in that time I did not master the whole system, but I gained enough so that I put it in practice in my schools and found it to be just *the thing*. Now, is there any way by which we can get it here? Have

you ever published it? I have succeeded in interesting our superintendent somewhat, and I am sure that if he could see the whole system, he could not fail to be impressed with the simplicity and beauty of it.

Even though I should fail to induce the committee to adopt it here, I should feel greatly obliged to you if you could put it in my way to obtain the information I desire, for I will never teach grammar as it is generally taught. I am teaching in the highest primary, so that I do not have to sin against my own conscience by loading the children's memories as fearfully as they are generally loaded in grammar schools.

With kindest regards,

I remain,

Yours truly,

N. M. Hopkins.

READING ALOUD.—We know of no accomplishment so valuable as that of “reading with good emphasis and discretion,” of catching the spirit and meaning of an author, and conveying them to others with a distinct and intelligible utterance; and yet, strange to say, there is no department of modern education so much neglected. Indeed, so general is this neglect, that scarcely one young lady or gentleman in a dozen who boast of having “finished” their education, can, on being requested, read aloud to a private company with that ease and graceful modulation which is necessary to the perfect appreciation of the author. There is either a forced or unnatural mouthing, a hesitating and imperfect articulation, or a monotony of tone so thoroughly painful, that one listens with impatience, and is glad when some excuse presents itself for his absence.—*Chamber's Journal.*

More hearts pine away in secret anguish for want of kindness from those who should be their comforters than for any other calamity in life.—*Young.*

EDUCATING THE OBSERVING POWERS.

The capacity of educated observation is just as necessary for people generally as for men of science. Facts bear the same relation to principles, in common life, that they do in the higher departments of technical science. The question is, at last, simply one of evidence: what is fact, and what is not fact? Imperfect observations vitiate reasoning, and lead to erroneous conclusions in the work shop, on the farm, in the counting-room, the church and the legislative hall, just as much as in the laboratory or the observatory. The objects are different; the mental procedure is the same. But that which is a universal necessity should be provided for by universal means, and systematic training in observation should therefore be a recognized part of our common education. Even for purposes of the higher science, this truth is not to be neglected; for you can no more make first-class observers out of young men who first take up the business in college, than you can make first-class musicians by beginning with adults. Skill in doing the most important work in the world is not to be so cheaply and readily acquired. For the sake of science itself, training in observation should begin in childhood, and become an early mental habit. There are native aptitudes here as in all other departments of intellectual exertion; and only by beginning with the young can we find those whose natural bent is in this direction, and who, by early preparation and life-long discipline in this difficult field, can reach that standard of perfection which science now requires, and which it will continue more and more to exact. But when we take the larger view of the value of observational training, which regards it as nothing less than bringing the general mind into right relations with Nature, art, man, and all the objects and interests around us, of which we are compelled to form judgments, the claims of special science are at once subordinated to the grander require-

ments of humanity. Or perhaps it would be more correct to say that science is itself to be so widened and enlarged as to take control of this fundamental work of education. Until scientific education recognizes this as its first and great task, it will assuredly fall short of its highest duty.

E. L. Youmans, in the Popular Science Monthly for January.

MISS EMILY FAITHFUL.—A New York paper speaks of her as “one of those rare women who have the ability to plan and execute a business.” This is rather hard on women in general, seeing that when they possess the same opportunities, which education and capital give, they usually succeed quite as well in business as men. But, in recognizing the desire to compliment Miss Faithful, we are willing to overlook the, no doubt, unintentional slight to other business women.

Miss Faithful has come prepared to lecture before the American people. She is an exceedingly pleasing speaker, and the subjects of her lectures are of a character likely to interest and instruct her bearers. Among them are the following: “The English Aristocracy—its Position, Influence and Habits, “Middle Classes in England, Past and Present,” “The Toiling Masses of the Old Country,” “Queen Victoria and the Royal Family.”

The lecture, however, which is probably her favorite one, as it touches closely matters she has so much at heart, is “Movements Relating to Women.” In this lecture she argues that the old boundary-lines which divided women from men in fields of labor, must be done away with. Science, in the invention and construction of machinery, has deprived women of most employments, which they could consider as exclusively their own. Therefore, as women must live, if they would live honestly, they must not shrink from coming in competition with men. If it ever was intended that women were to be dependent upon men, that state of society has passed away, as any one who examines the census returns will at once discover, in the superabundance of women over men in all old settled countries. And as the relations of the two sexes have altered, and are altering still more, it is necessary that the conditions of female life should alter also. Her lecture is a very able one—its whole spirit being an earnest protest against idleness and frivolity in women, and an equally earnest plea that the doors of remunerative employment shall be opened wide for her.—*Arthur's Home Magazine.*

COMMON GROUND.

REST.

BY FATHER RYAN.

My feet are wearied, and my hands are tired—
 My soul oppressed—
 And with desire have I long desired
 Rest—only rest.

'Tis hard to toil—when toil is almost vain,
 In barren ways;
 'Tis hard to sow, and never garner grain
 In harvest days.

The burden of my days is hard to bear—
 But God knows best.
 And I have prayed—but vain has been my
 prayer—
 For rest—sweet rest.

'Tis hard to plant in Spring, and never reap
 The Autumn yield;
 'Tis hard to till—and when 'tis tilled to
 weep
 O'er fruitless field.

And so I cry a weak and human cry,
 So heart-oppressed;
 And so I sigh a weak and human sigh
 For rest—for rest.

My way has wound across the desert years,
 And cares infest
 My path, and through the flowing of hot
 tears
 I pined for rest.

'Twas always so; when still a child, I laid
 On mother's breast
 My wearied little head; e'en then I prayed,
 As now, for rest.

And I am restless still; 'twill soon be o'er;
 For, down the West,
 Life's sun is setting, and I see the shore
 Where I shall rest.
Star and Catholic Register.

THE OLD YEAR AND THE NEW.

The years have linings just as goblets do;
 The old year is the lining of the new,—
 Filled with the wine of precious memories,
 The golden *was* doth line the silver *is*.

Charlotte F. Bates in Scribner's for Jan.

THE PRICE OF EXCELLENCE.

The price of excellence is honest toil. Let no one think to reach that which is beyond and above the ordinary, unless he will submit to pass through the disciplinary stages of labor. It is labor that has made discoveries in science and art. It is labor that has underlain and permeated all progressive reforms in society. It is labor that has given to the world its happiest homes, contributing there, as everywhere, to health of mind and health of body. It is labor that has given to the cities of the world, in all ages, that influx of manly vigor and honest independence from the country which has been their chief reliance for moral safety and business thrift. It is labor of hand and heart and head, that, in all countries, under all circumstances, and in all ages of the world, has been the only safe passport to the stature of perfect manhood. The young man who hopes for anything worthy the consideration of the noble and the good among mankind, and yet is not willing to put forth the energies which God has bestowed upon him in order that he may attain to it, is walking in a vain show. His morning dream of greatness will only live to haunt him with vain regrettings when the noonday of life shall have come, and the littleness of his senility will suffer him mercifully to sink into an unnoticed

and soon forgotten grave. If my voice might sound so loud my thoughts, that my words should be heard by every parent and every teacher in the wide world, I would bid them remember, as they value all in those whom they instruct and train which is valuable and beautiful, as they desire to promote human happiness and national glory, as they desire to be patriots and benefactors of the race, as they wish the approbation of Him whose smile is peace and whose laws are perfect, that all in those whom they guide and nurture which is worth caring for, and which will shine among the stars forever, is to be brought to the light, and made glorious, under the ennobling and purifying influence of kindly and wisely measured toil.

Indulgent father and mother, you whose tender hearts would strew with thornless roses, the pathway of your cherished offspring from the cradle to the years of sterner manhood, reflect upon the force of habit; that very soon habit will have become character, and that character will pass on ripening after its kind for eternity. Let your thoughts of love reach on far beyond the present, and wisely care for the sweeter rest which shall come to your children after a life of noble labor. Remember, too, that every day your sons and daughters shall see more of joy, know more of comfort, have increasingly precious indwelling resources of peace and strength, by daily engagement in the duties of some useful and honorable employment. To them the night will come with the sweetness of well-earned repose.

“Weariness
Can snore upon the flint, when restive cloth
Finds the down pillow hard.”

Misconceiving and misguiding teacher! you, whose enthusiasm in

some newly found method of awakening mind, arousing attention, securing interest, has led you to overestimate the value of your possession and to consider what is partial, as being really all-comprehensive, think not by any artful mode of questioning any well arranged manner of unfolding the subject matter of the lesson in hand, any well done work performed by yourself, you are ever to unfold and cause to expand into the fullness of their God-designed strength and beauty, the powers of the immortal minds intrusted to your training skill. The light and liberty of knowledge, the repose and beauty of a well-ordered intellect, the vigor and efficiency of ripened reason and sound judgment, never yet came but by the thorny road of discipline.

It is duty, and I will do it; it is necessity, and I will cheerfully submit to it; it is law, and I will be obedient to it; it is the higher Love, and I will rejoice and wa'k in it;—this is the spirit which has made men truly great, and those who

“On with toil of heart and knees and hands,
Thro' the long gorge, to the far light,
have won
Their path upward, and prevailed,
Have found the toppling crags of Duty
scaled,
Are close upon the shining table-lands,
To which our God himself is moon and sun.”

“No royal road to geometry,” said Euclid, and he laid the foundation of a science which is the admiration of every scholar, and in the labyrinthine windings of that great philosopher's reasonings, we meekly tread to-day. “Lincoln, you never can be a lawyer until you learn the meaning of *demonstrate*,” and the man who was to guide the Ship of State in troublous times, read patiently the great geometer, thus disciplining his mind, and preparing himself to be a worthy peer with the world's great ones. “Whenever you find any person who

excels in languages, or mathematics, or history, or *belles lettres*, remember that *somewhere* and *somewhat* he has labored for it," and the Sage of Marshfield, the greatest statesman America has yet produced, was permitted to leave behind abundant evidence of a symmetrically developed intellect.

Oh, blessed Toil! thou art, indeed, the true "Philosopher's Stone," turning the dross of fallen nature into pure grains of celestial gold;

"And he who still and silent sits,
In closed room or shady nook,
And seems to nurse his idle wits
With folded arms or open book;
To things now working in his mind,
Your children's children well may owe
Blessings that hope has ne'er defined,
Till from his busy thoughts they flow."

G. M. Gage.

THE DOLLAR MARK.—We hardly think that any of our young readers have ever taken the trouble to think about the origin of the dollar mark; nevertheless the subject is quite interesting, and will well repay the little time one may give to look it up. The origin of the dollar mark is disputed. Most old writers claim that the \$ came from the old Spanish pillar dollar, which bore on its reverse the two "Pillars of Hercules," the ancient name of the opposite promontories at the Straits of Gibraltar. The parallel lines in it (thus ||) stand, according to this explanation, for the two pillars, and they are bound together (thus \$) with a scroll. More modern writers claim that as the Spanish dollar was a piece of eight reals "8 R" being once stamped on it, and it was then called a "piece of eight," that the figure 8 with a line drawn through it as characters were generally formed, produced the sign of the dollar. It was not called a dollar, but a "piece of eight." The name itself was born in Germany, and, from the fact that the first piece of this character was coined in the valley of St. Joachim, in Bohemia, in the year 1518, it was called Joachim's thaler, the last half of the word being pronounced (and often written) daller.

COMPULSORY EDUCATION.

At Portland Maine, on the 19th of October, Rev. Henry Ward Beecher delivered an address on Education, in the course of which he said that all Europe is now considering the question of the relation of education to statecraft, and that in Great Britain the church question had become subordinate to that of education, so that now the query of most importance is, "Who shall educate the children?" Shall it be the state, and on what grounds? Shall it be the church, and on what grounds? In Great Britain it had come to be considered the God-given right of the people, and German influence was being felt all over Europe. The German Empire owed its solidity to its schools. It was the intelligence of the North German soldiery that conquered Austria, and she was learning wisdom from her conqueror. In Italy and Switzerland education had been made compulsory, while France lags behind, is the bottom state, because her masses are ignorant, and may never hope to cope with her neighbors while such is the case. Governments have long been trying to learn how to best ride the people, and it is proven that the best saddle is intelligence; that knowledge implies good citizenship.

Our most intelligent people, (continued Mr. Beecher), produce the greatest wealth per capita; our country leading among nations, and Connecticut among the states. Prices are regulated by the amount of brains required in production, and combinations can no more produce uniformity than they can make men look alike. The man who has the most brains will receive the most pay, and stand highest in the estimation of his fellow-men. The time is coming when our country will have a population of 500,000,000. How shall they be made safe and orderly? Every known country is paying tribute to America, and sending its population here, with all their diverse religious customs and ideas. Such a combination can never be made harmonious except by national education. The state has a right to make its own existence secure; and security to the state comes only from the education of the whole people, which thus be-

comes self-defence. Dogmatic religion is not necessary to the existence of the state. Intelligence is. School-houses should be multiplied till they are ample for the accommodation of all, and the teacher should be among the most honored of the land. No one stands so near the father and the mother, in influence upon the future of the country, as the school teacher—not professors in colleges, but the educators of the masses. That nation is best governed that knows how to govern itself. Nations have all along tried how to tax a people. There is no way so easy as by developing the intelligence of the whole people. Intelligence, too, makes a man a much better soldier, as drilling does. It also increases in a remarkable degree the wealth-producing powers of the state.

The poorest man in the world is the man educated intellectually, and not able to work out the thoughts of his brain with his hands. It is a sin for a man to bring up his boys in this way; they should be taught to take care of their mouths, and their backs with their own hands. It is a shame to teach our children all about the Jordan and the Black Sea and the Indies, and nothing about their own State of Maine, or the United States, or the workings of the Federal Government. Our public schools ought to be so good that a teacher who opened a private school on the same street, would starve for want of patronage. And the meanest thing in the world is to take a teacher because they are good for that and nothing else, or to pinch good teachers in their wages. It is a duty of the state to see that every child is educated, and to see that parents send their children to school. Compulsory education ought not to give a just person offence. The law gives no annoyance to the man who always keeps in an advance of it. Self-interest might demand education, but it could not be depended upon. Many foreigners come here desiring education for their children; others, who ought to be equally interested, come with far different motives. They are a useless and dangerous class without intelligence. We have 5,000,000 men in this country who cannot make anything, and these all require education. It is the poor class especially

that require education. If anybody can afford to be a fool, it is a rich man's son. No man on earth has a right to imbue his children. We are just now entering upon an era when government stands upon universal suffrage. Universal suffrage is universal, and as sure as the sun will shine to-morrow, just so sure will women have suffrage, not for sometime, perhaps, but the time is sure to come when there will be no distinction of sexes in suffrage. And universal suffrage is the law of this nation from this time henceforth. You must put the ballot-box behind the school-house. The United States is bound in honor and morality to see that every black child in the South shall go through the common schools. The speaker hailed with pleasure the coming of emigrants from all countries, for they will help to swell the population, and will make good citizens. He hailed the coming of the Chinese even, for they came with their hands full of tools. They are an industrious, intelligent and frugal people. He did not fear their religion. If their Joss which they worshipped, was more powerful than our Jehovah, he ought to reign. But he was not afraid to pit the Christian religion against any religion in the known world.

EVERY man's past life should be his critic, his censor, his guide. He who lives, and is done with life the moment it drops, hour by hour, from his hands, is not half a man. He is like a plucked plant that stands in the water without roots of its own, and can have no growth, and soon fades and passes away.—*Beecher.*

ALAS! if the principles of contentment are not within us, the height of station and worldly grandeur will as soon add a cubit to a man's stature as to his happiness.—*Sterne.*

IN vain do they talk of happiness who never subdued an impulse in obedience to a principle. He who never sacrificed a present to a future good, or a personal to a general one, can speak of happiness only as the blind do of colors.—*Horace Mann.*

EDITORIAL DEPARTMENT.

[THE MINNESOTA TEACHER is published by David Ramaley, St. Paul, Minn. It is owned and edited by W. W. Payne, Professor of Mathematics and Natural Philosophy, Carleton College, Northfield, and George M. Gage, City Superintendent of Schools, St. Paul. Its General Business Agents are Messrs Stone & Parker, 181 Third street, St. Paul. It is issued monthly, on the 25th day of each month, is devoted to education, and has a wide and increasing circulation. For terms, etc., see Publisher's Department.]

TOPICS OF THE MONTH.

—The international and intercollegiate regattas, one or both of which people now witness annually, have been successful, we have no doubt, in arousing and keeping alive in all our higher institutions of learning, a healthful as well as health-giving interest in physical culture. They have done even more than this. They and the contests at base-ball, have helped to develop the muscles of American youths, in and out of school, and in all classes of society. It is not reasonable to believe that any course could have been adopted surer to accomplish the desired result, than this, which stirred the pride of every college student and of every alumnus in our land. And as the end aimed at was commendable, we rejoice that efficient measures were used. These contests have served to keep alive an interest in his Alma Mater in the heart of many a graduate. Perhaps the kind of interest has not been, in every respect, the one most to be desired. Possibly contests of another sort, contests of intellectual rather than physical gymnastics, might, to the minds of many, afford as much satisfaction. While one would not wish to underrate the value of what we have, he may, at the same time, be pardoned, if he suggests, as has recently been done in an able manner, that the arena of thought might well

afford a battle-ground for our colleges and universities, fully as fascinating as well as ennobling as that whereon are settled the rival claims of the college athletes.

These thoughts have been suggested to us by reading the article of Mr. T. W. Higginson, in *Scribner's for Jan'y*, on "Intercollegiate Scholarships," in connection with that of Mr. W. C. Sawyer, presented to our readers in this number of THE TEACHER. These gentlemen, both scholars enriched by contact with the master minds of the best foreign universities, come, with refined wisdom, to plead for the higher aims of education in our country. Mr. Sawyer, a graduate of Harvard University, and of the Boston Theological Seminary, entered the service of his country as an officer in the 23d Mass. Regiment, and was disabled in the battle at Newbern, N. C. Since then he has spent four years in Europe, employing his time in travel and study. His residence has been in Berlin and Heidelberg; then at the Sorbonne, (Paris) and afterwards at Dresden and at Gottingen, receiving at the latter the degrees of doctor of philosophy, and master of the liberal arts. His acquaintance at the East is with some of the strongest and most learned men of our country. His home at present is St. Paul, and he expects to make

that place his permanent abode. Of the article which he has prepared with reference to legislation now pending in the National Congress, we do not wish to speak at length. It will be extensively read, and as it reaches those whose tastes are broadened to a catholic sympathy with the claims of the higher education, and who can see the benefits sure to flow to the whole nation from the establishment of a seat of learning such as he advocates, we cannot but think it will be fruitful of good to the cause of sound scholarship and the general diffusion of knowledge.

But we had it in mind when we began to write, to say that it seems to us the very thing which Mr. Higginson so ably advocates, would, by the establishment of a national university, be attained. In this institution the general government might, and naturally would, provide scholarships to be the prizes won through competitive examinations.

—In the CHRISTIAN UNION of recent date we find the following. As that paper has very extensive circulation and is conducted with ability, we think our readers should have the benefit of its utterances upon the important topic to which it here briefly

but pointedly alludes. The drift of public sentiment for the past few years has been very evidently setting in favor of compulsory education. MR. WALKER's second article appears upon preceding pages, and closes what he has to say upon this subject. The paragraph from the *Union* is as follows:

"Japan has, according to Mr. Mori, been divided for school purposes into 100 collegiate districts; each of these into 250 academical districts, and each of these into 150 school districts. But better than this, the compulsory system of education has been adopted, and every youth in the Empire must be educated. That is the right doctrine for all nations; ignorance is the enemy of good citizenship, good religion, and good government. This must become the American policy. The State has a right to abate nuisances; and there is no nuisance so odious as ignorance. The State has a right to sanitary legislation; there is no disease so fatal to public weal as ignorance. The State is bound to protect its institutions and maintain its own existence; there is no enemy so dangerous to self-government as ignorance. Every State should make the education of all its children compulsory. The National Government should favor this policy, and make ample provision for the education of the children of emancipated Africans, and for every Indian child, and for all anomalous classes that do not easily come within the reach of State systems."

EDUCATIONAL INTELLIGENCE.

CARLETON COLLEGE.—The dedicatory exercises of Carleton College, Northfield, took place in the chapel hall, Thursday evening, Dec. 19, before a large audience, composed of students and friends of the college. The entire building was brilliantly lighted by the beautiful chandeliers just presented by Mr. Carleton, the

donor of that munificent gift of \$50,000, a little more than a year ago.

Exercises were opened by a prayer of invocation, by Rev. T. S. Pycott, of Northfield, followed by President Strong, who gave a brief history of the Institution.

Short speeches were then made by Hon. Wm. R. Marshall, St. Paul,

Rev. H. M. Tenney, Winona, Rev. E. M. Williams, Faribault, Rev. Edward Brown, Medford, Rev. J. A. Towle, Northfield, Rev. C. M. Terry, St. Paul. The dedication prayer was offered by Rev. A. K. Packard, Anoka, President of the Board of Trustees. The exercises were closed by singing the Doxology, and Benediction by Rev. A. K. Packard.

Music was furnished by the Choral Society of the College, under the direction of Miss. Mary E. Miller, Teacher of vocal and instrumental music.

At the conclusion of the exercises, "the doors of the other rooms of the college building were thrown open and visitors invited to inspect them.

After a few minutes of sight-seeing and pleasant conversation, the audience departed, feeling more confident than ever of the prosperity and and success of Carleton College."

We take great pleasure in adding that the College has lately been the recipient of another handsome gift, much needed and duly appreciated. It is a college bell, weighing about 600 pounds, manufactured by Messrs. Jones & Co., Troy, N. Y., and presented by Charlei L. Ives, M. D., Professor in Yale College.

The Winter term of the College begins Jan. 8. The indications are good for a larger attendance than ever before. Two more teachers have been added to the corps of instruction, and other instructors will be secured if needed.

ST. CHARLES.—Supt. J. R. Richards writes: "Many thanks for your generous offer to the graded schools for attendance. It will stimulate our pupils and patrons to work. Allow me to suggest that you make a specialty of those who are *perfect* in attendance, that is, those who are neither late nor absent, by taking the

percentage of that number on the enrollment or on the number belonging. This is the perfect list, and one that cannot be "doctored." Let tardiness receive especial rebuke. I do not see how you could have done more for the cause in the State, than by this means." We thank Mr. Richards for these kind and appreciative words, and hope that all our graded schools may enter the competitive lists.

MANTORVILLE.—Mr. D. D. Webster, a graduate of the Normal School at Mankato, writes as follows: "I commenced teaching in this village the 16th of September, and taught a fourteen weeks term, which has just closed. On my arrival here, I found matters pertaining to the school in a situation that was quite flattering. The school building is large and quite well arranged, and is tolerably well supplied with the necessary school appliances. A more gentlemanly or lady-like class of scholars would be very hard to find. I discover that the school has been drilled in some branches greatly to the neglect of others of quite as much importance. There are pupils in the school, that have nearly completed the elementary algebra and higher arithmetic, who are unable to write a legible hand, and whose spelling is lamentably poor.

The following studies were pursued in the upper department during the term which has now closed: arithmetic, algebra, grammar, U. S. history, reading, spelling, penmanship and composition.

To this course of study the Board of Education intend to add, natural philosophy and physiology. The whole number of pupils enrolled in the three departments, is 150; whole number in my room, 64; average

daily attendance, 42; average age 15½ years. Am to commence school again the 6th of January. During the past four months, I have been a closer student than any of my scholars, and think I have made considerable progress."

ROCHESTER.—The *Rochester Post* thus closes an appreciative article relative to the excellent course of study for our ungraded schools, prepared by Mr. Sanford Niles:

"The result of the trial of the system has thus far fully justified the expectations of its author. In this county it has been on trial in a few of the schools one or two terms, and has everywhere proved entirely satisfactory, while several of the teachers of the county are quite enthusiastic in its pursuit. At the annual school meetings held in this county in October last, its adoption was voted on in several of the school districts, and it was adopted in sixty of them and rejected by only eleven in the whole county, and there, undoubtedly, through misapprehension or lack of information on the subject. Wherever tried it has proved effective.

At the late State Teachers' Convention, held at Minneapolis, a committee was appointed to consider it, and it was unanimously endorsed and recommended, and the State Superintendent was requested to secure its adoption in the district schools of the State. This committee was so constituted as to represent all the different departments of the educational system of the State, comprising professors from the State University, and the Normal Schools, and State and County Superintendents and teachers.

A committee was also appointed at the Convention to further consider the subject and report at the next Convention.

State Superintendent Wilson has lately issued a circular fully endorsing the Course of Study, and giving instructions with a view to its general introduction in the district schools throughout the State.

—The letter which we here insert, explains itself, and as we think others may like to have the same

question answered which is asked by MR. GORRIE, we append the very simple constitution, under which the St. Paul Teachers' Association is organized:

STILLWATER, Dec. 27, 1872.

Prof. Gage. Dear Sir:—I notice, in St. Paul papers accounts, from time to time, of meetings of the St. Paul Teachers' Association. I judge that you have put your regular teachers' meetings into this form.

Have you a constitution, by-laws, etc., and copies of the same? If so, will you do me the favor to send me a copy? Yours truly,

Wm. Gorrie,
Prin. Stillwater City Schools.

CONSTITUTION.

Name.

This organization shall be called the St. Paul Teachers' Association.

Object.

The object of this Association shall be to promote professional skill, to further the interests of education, and to cultivate social and fraternal relations among its members.

Membership.

Persons engaged in teaching in the public schools of St. Paul, the City Superintendent of Schools, and members of the Board of Education shall be members of this Association.

Officers.

The officers shall be a President, Vice President and Secretary, who shall perform the duties usual to their respective positions. The City Superintendent shall be *ex-officio* President, and the Secretary of the Board *ex-officio* Vice President. The Secretary shall be elected annually by ballot.

Meetings.

Meetings shall be held monthly, on the first Saturday of each term, and on every fourth Saturday thereafter, commencing at 10 a. m. and closing at 12 m., in the assembly room of the high school, or at such other place as the Association may elect.

Exercises.

At each meeting, subjects to be discussed at the next meeting shall be announced, and persons designated to take the leading parts, and the Presi-

dent, together with such assistants as may be associated with him for the purpose, shall be responsible for the bringing forward of these subjects, and the appointment of leaders in discussion.

Order of Exercises.

I. Roll-call by the Secretary, and marking of absentees.

II. Reading of the minutes by the Secretary.

III. Miscellaneous business, including reports of committees, reports of Superintendent, etc.

IV. Reading of essays, and discussion.

V. Recess.

VI. Discussions.

VII. Introduction of resolutions and topics for discussion.

VIII. Answering of questions.

IX. Announcements.

X. Adjournment.

BLUE EARTH Co.—We see that County Superintendent E. C. PAYNE has taken the editorial charge of an educational column in the *Mankato Review*. This is a good idea, and we wish others might follow Mr. Payne's good example. The editor-in-chief of the *Review*, Mr. John C. Wise, deserves the thanks of the people of his county for thus making a specialty of educational interests, and Blue Earth county will not be slow to appreciate his loyalty to their highest welfare.

—From the first pages of the annual report of the State Superintendent of Public Instruction, we glean the following facts. Of the general condition of the schools, Mr. WILSON speaks in the highest terms of approval. As we intend to allude to the report again, we content ourselves with presenting the following statistical summary: 1871 1872

Organized counties...	58	66
Increase.....	8	
Counties reporting....	54	62
Increase	8	
Districts in State....	2732	2933
Increase	201	
Districts reporting....	2646	2836
Increase	190	
Not reporting....	86	97

Increase	11	
Persons between 5 and 21 years.....	168745	180020
Increase		11275
Attending school.....	113983	120352
Increase		6369
Not attending school.	53480	59668
Increase		6188
Percent. non-attendance.....	82	38
Increase		1
Attend. winter schools	85012	91795
Increase		6783
Average attendance (winter).....	55055	62046
Increase		6991
Attending summer schools.....	72495	77733
Increase		5238
Average attendance (summer).....	46382	48665
Increase		2333
Winter schools.....	2221	2854
Increase		133
Aggregate length of schools (winter) ..	7346	8249
Increase		903
Summer schools.....	2164	2358
Increase		194
Aggregate length of schools (summer) ..	6981	7824
Increase		893
Male teachers.....	1482	1656
Increase		174
Female teachers.....	2903	3056
Increase		156
Average wages (male) ..	87.68	87.89
Decrease.....		.29
Average wages, females ..	25.51	24.57
Decrease .....		.94
Total amount paid teachers.....	540888	547948
Increase		7559
Schoolhouses in State.	2810	2470
Increase		160
Value of School-houses.....	1758183	1788326
Increase		25193
Schoolhouses built...	223	229
Increase		6
Amount from school funds.....	302995	272874
Decrease		30121
Permanent schoolfund	163555	162264
Decrease		1291
Taxes in districts.....	655967	681459
Decrease		24507
Expended for schools	1011656	990936
Decrease		20720
In district treasuries..		148726
Orders unpaid (close of school year).....		500559

OUR BOOK DEPARTMENT.

Says Pestalozzi: "Ideas of the elements of instruction were for a long time working in my mind, vividly though indistinctly, until at last, like a '*Deus ex Machina*,' the conception that the means of the elucidation of all our intuitional knowledge proceed from number, form, and speech, seemed suddenly to give me new light on the point which I was investigating." This conception was the starting point from which he wrought out his system. The results flowing from his thought are felt in our primary schools now more powerfully than ever before. Upon the cover of each book in the new drawing series by Hermann Krusi, Instructor in the philosophy of education at the Normal and Training School, Oswego, N. Y., is printed this sentence: "The hand and eye should act in unison." A book accompanying, entitled KRUSI'S DRAWING. MANUAL FOR TEACHERS, explains that this author's system consists of four distinct series, and that the one lying before us as we write, the only one, we understand, yet issued, is designed for the primary departments of schools. This is called "*The Synthetic Series*," and consists of four books containing each sixteen pages, with as many distinct lessons, making sixty-four lessons in all. The paper for the inside leaves of these books is excellent, and the general appearance very attractive. And now it remains for us to give our opinion of this series. We are very glad to do this, for we have been heartily entertained in our examinations of them. Several times since we received them have we taken them up, and to several competent judges have we shown them. They are wonderfully calculated to encourage and gradually to instruct the little children. It conveys but a poor idea to the reader, to say that upon page 1 of book 1 of the series, we have, in the order in which we give them, the right angle, the acute angle, the obtuse angle, the right triangle, the isosceles triangle,

and the obtuse angled triangle; for we can not make him see how the figures stand out attractively, how carefully and suggestively (to the intelligent observer,) they are arranged, and how thoroughly appetizing to the beginner the whole page looks. Nor can we show how naturally the succeeding pages carry the learner from the known to the unknown, until, as he passes one stage after another, he becomes, by combining forms already familiar through practice, able to delineate much which is tasteful and beautiful.

These books of HERMANN KRUSI are brought out by D. APPLETON & Co., New York, (who in our own State are represented by MR. LIBERTY HALL, Glencoe,) and we predict for them a very extensive sale, for they are deserving of it.

And while we are upon this subject, we will not omit another series, "*THE SPENCERIAN*," prepared by H. HITCHINGS, Teacher of Drawing in the English High School, Boston, Mass., and published by IVISON, BLAKEMAN, TAYLOR & Co., New York and Chicago. The design of this series is evidently very different from that of MR. KRUSI. The books are three in number and much larger than those already described. Each book contains twenty-four lessons, the three giving seventy-two lessons in all, and carrying the learner over a very extended field of practice. It follows, of course, that these books are not made with special reference to primary schools, but are rather intended to cover the whole ground of the drawing lessons in a system of graded public schools, and especially for use in the advanced grades in such a system, where no instruction has been given in the primaries. These books must have a quite close competition with those of BARTHOLEMEW, and from the fact that they cover the whole ground well and are afforded at much less expense, (the directions for each lesson being printed upon the covers of the draw-

ing books themselves, thus requiring the purchase of no extra manuals for the teacher,) we have no doubt they will continue to meet, as they have already done, with much favor. We hope school boards in our own State will take a lively interest in the subject of drawing in the public schools, and that the desire which is so universally manifested on the part of children to draw, will not be discouraged, but developed, and rightly developed.

A Manual of Ancient History, by M. E. Thalheimer. Publishers, Messrs. Wilson, Hinkle & Co., 137 Walnut street, Cincinnati.

A copy of this most excellent book has found its way to our table, and we feel ourselves the recipient of an unusual favor. Several works of merit, intended to occupy the same field, have been published recently in answer to a demand for something more trustworthy and in proper form for a text-book in ancient history; but we say with confidence that we have seen no book on the subject that will compare with it in many points of excellence. The student of history or the common school teacher who wishes to peruse ancient history in such a way as that his time and money expended for books shall bring him the greatest possible return, will do well to examine this new and scholarly work. Most competent judges in all parts of the country have spoken of it in high terms of praise. The *Christian Union* significantly sketches an outline of it in the following terse and appropriate words:

"Whether viewed with reference to its substance or its form—the selection and arrangement of its matter, the style of its composition, or the mechanical dress in which it is presented to the public, it is a genuine book. It may be fearlessly accepted at its own valuation, and more."

The work contains 378 pages, including a complete index and pronouncing vocabulary. It is elegantly illustrated with full page engravings, charts of principal cities and double page maps. Price \$2.50. Supplies for introduction, \$1.67. Sample copies by express, \$1.67; by mail, post-paid, \$2.00.

For considerable time after the publication of the series of geographies edited by PROF. ARNOLD GUYOT, there were not wanting those who were unwilling to acknowledge that his work marked an epoch in geographical teaching in the schools of America. But such foolish talk has now ceased, we think. The plan of his series was unique and philosophical, and the assistance which he received from Miss. MARY L. HALL, gave to that lady a wide and enviable reputation, to which her career since has added increasing lustre. Before us now lie two new geographical treatises, constituting a complete series sufficient to answer all the requirements of the ordinary system of graded schools. They were written by Miss MARY L. HALL, and bear the suggestive title "OUR WORLD," the smaller of the two being "First Lessons in Geography," and the latter called "Second Series of Lessons in Geography." These books are published by GINN BROS., Boston and Chicago, and have received very high encomiums from such educators as Dr. Geo. B. Emerson, Miss Elizabeth P. Peabody, and Mrs. Horace Mann. Many of the same features mark these treatises which give deserved popularity to Guyot's Geographies, and the series presents the additional claim to popular favor that it is complete in two books.

On preceding pages of this number we have quoted from THE POPULAR SCIENCE MONTHLY, which is conducted by PROF. E. L. YOUNANS, and published by D. APPLETON & Co., New York. The title of this publication is suggestive of its scope and intent, and its past is a guarantee that its mission will be nobly fulfilled. Every city and town board of education in the country should subscribe for one or more copies of this monthly, to be used in its school or schools of highest grade, and it should be a visitor to every academy and seminary in our land. It should not be a question with persons who wish to be up with the advanced thought relating to science whether they can afford to subscribe, but they may well question whether they can afford not to subscribe.

PUBLISHER'S DEPARTMENT.

THE following note explains itself, and we appreciate the liberality, and we think we may say wisdom, which dictated it. Will not other County Superintendents take a hint? We append the club rates referred to by Mr. NILES.

To the Teachers of Olmsted County:

It would give me great pleasure if every instructor in Olmsted County would become a reader of the *MINNESOTA TEACHER AND JOURNAL OF EDUCATION*.

Prof. Geo. M. Gage, who is now one of the editors, has had large experience in the school room, and, with Prof. Payne, who has sustained the *JOURNAL* single handed so long, will make it one of the most helpful of the publications designed to improve our common schools. I ask a careful reading of the accompanying "Extra." I am forming a club on the conditions found on the fourth page of this number and will guarantee a copy of the *MINNESOTA TEACHER* for one year to any person who will send me one dollar previous to the 20th day of January.

SANFORD NILES,
Co. Supt. of Schools.

Rochester, Dec. 31, 1872.

Subscriptions.—\$1.50 a year in advance. Three copies for \$4.00 a year; five copies for \$6.00; nine copies for \$10.00; each additional copy for \$1.10; twenty copies for \$20.00, always in advance.

LITERARY.

MESSRS. GEORGE ROUTLEDGE & SONS are about to start a Penny Weekly Magazine for Boys, under the editorship of MR. EDMUND ROUTLEDGE, with the object of providing a high class Miscellany at a price within reach of almost every boy who can read. Lady Barker, the author of "Stories About," will commence a new work in the first number, entitled "Boys," and contributions are promised from the pens of Douglas Straight, M. P., Henry Kingsley, R. M. Ballantine, W. H. G. Kingston, the Rev. J. G. Wood, Tom Hood, and other popular writers. Each number will contain two large illustrations, and each Monthly Part a beautiful plate, printed on toned paper. Every other month a page picture, printed in colors, by Kronheim, will be given.

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THE GREAT SOUTH.

ANNOUNCEMENT OF AN IMPORTANT ENTERPRISE.

The publishers of SCRIBNER'S *MONTLY* announce one of the largest and most important enterprises ever undertaken by any Illustrated Magazine in this country.

They have engaged the services of Mr. EDWARD KING, the author of "*My Parts*," and of various graphic sketches in recent numbers of the Magazine, to write a series of twelve papers, on the Life, Condition and Resources of the Southern States of

America. They will be brilliantly illustrated, and will be written with no other object than that of representing, by pen and pencil, one of the most interesting, fruitful and picturesque regions of our common country. While they will aim to convey reliable information on all the social, industrial and commercial topics suggested by a personal survey, they will be written in the graphic style, and with the quick insight into character and ready appropriation of incident, which have already given to Mr. King the title of a "born Special Correspondent."

Mr. King will devote the winter mainly to travel and the personal collection of material. He will enter upon his work with the enthusiasm of youth, and with the broad and ready sympathy born of his own cosmopolitan habit; and we bespeak for him, wherever he may go, the confidence and hospitable reception to which his personal character and public errand entitle him.

We characterize a portion of our national domain as "The Great West." The South, by the extent of its territory and the magnitude of its interests and capacities, deserves no less significant a title. With an area of nearly a million square miles—an area more than seven times larger than the whole of Great Britain—and with a list of tropical products that play a grand part in the commerce of the world, it deserves the largest recognition. Mr. King's articles will be entitled, "The Great South."

They will be commenced in the *MONTLY* next spring, and will alone be worth the price of a subscription to the *MONTLY*, for they will make a complete book of themselves, of two hundred and fifty broad magazine pages.

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When providing your supply of reading for next year, do not forget the children. They need a weekly paper as well as the older folks. Nothing better can be found for them than the weekly *BRIGHT SIDE AND FAMILY CIRCLE*, which is designed especially for them. It is edited by C. G. G. Paine, A. M., a teacher in the Chicago High School, and has among its contributors some of the best writers of the country, such as Rev. Dr. Alden, Pres. of the N. Y. State Normal School, Prof. Sanborn Tenney, of Williams College, Mrs. A. E. Sherwood, Mrs. Clayton, Amelia Daley, and others. It is designed to interest as well as instruct, and is such a paper as any parent or teacher may give to his children or pupils, assured that they will be benefited by it. It is furnished at the low price of \$1.00 per year, and every subscriber receives a handsome Chromo, the Calla Lillies. Published by the Bright Side Co., Chicago.

—There has appeared upon our Table a well-printed magazine of genuine value: **THE COTTAGE MONTHLY**, from the well-known printing house of READE, BREWSTER & CO., Chicago.

It gives promise of being a sterling accession to our list of monthlies, and we welcome and heartily commend it. Its reading matter is well selected and the magazine and a fine engraving, furnished for the low price of 50 cents a year. Address, "COTTAGE MONTHLY, 142 LaSalle St., Chicago."

—The Christmas number of **To-DAY**, the popular illustrated weekly of which Dr. Dio Lewis is the editor, has been issued. It is a brilliant and effective periodical, and contains twice the usual number of pages. It is filled with choice stories, interesting sketches, delightful humor, spicy material from Dio Lewis, Christmas music and poetry, and unusually attractive general reading, suitable to the festive season. Several authors of reputation are represented, among them, Edward Yates, T. S. Arthur, Christian Reid, Jean Ingelow, John D. Stockton, Max Adeler, and others.

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THE
MINNESOTA TEACHER
AND
JOURNAL OF EDUCATION.

FEBRUARY, 1873.—NUMBER Two.

UNSCHOOLED CHILDREN.

The children of our State receiving little or no education are found in three classes, each requiring peculiar treatment. The first class are not under parental authority and care, orphans and deserted children and such as have become too stubborn for the control of weak or wicked parents. For the education of this class something can be done by laws restraining them or their guardians and employers. There should be a law, especially for our cities and towns of considerable population, by which vagrants, or truants against parental will, or not under any control can be placed in school as the wards of competent guardians. Our Reform School meets the worst cases of this kind; but there are others, not criminal or refractory, needing legal restraint or similar educational provisions. Our present law for the education of children serving persons not their parents is very imperfect. We need legal provisions by which such, however brief the period of service, cannot be kept from our schools between the ages of six and sixteen, during their regular terms. One entering into a contract of this kind as to a minor would not feel the objectionable point of a compulsory law, but acting voluntarily, motives of honor or public sentiment, or a little supervision on the part of the authorities would

be likely to secure the desired result. Yet we should not trust too much to a law of this kind. It might be executed in Minnesota where our corporations are young and our manufacturers not yet dictators; but such a law is not enforced in Massachusetts, where cotton mills are in the ascendent. There is a law in that State fixing a penalty upon all persons in whose employ children are found, under twelve years of age, who have not attended school eighteen weeks within the twelve months next preceding such employment, or between twelve and fifteen years of age, who have not attended school eleven weeks during the preceding year. It should be noticed, also, that the State has a genuine compulsory law imposing a fine upon all parents who do not send their children to school at least twelve weeks each year from the age of eight to fourteen years. In the city of Worcester, and a few other places, the law for working children has been very well observed, superseding, as it would, anywhere, if enforced, the necessity for a compulsory law. But the avarice of men controlling juvenile labor is such that in the State, as a whole, the law for children in their service is disregarded, and the compulsory law a dead letter. The constable of that State, whose duty it is to see that the educational laws are enforced, says: "Nobody looks after them—neither town authorities nor school committees nor local police—and the large cities and many of the towns of the State are full of unschooled children growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town are full of children deprived of their right to education, and nobody thinks of obeying the school laws. In fact, most persons are ignorant that there is any such law; so that between those so ignorant and those that care for none of these things, we have no right to boast of compulsory education in Massachusetts." General Oliver speaks with some feeling, and his language may not bear a literal interpretation. Its essential fact, however, is significant. A sanguine educator sees children out of school and he finds that avaricious employers and indifferent parents are the cause of it; and he theorizes in this way: We are supporting schools for the education of these children, and their heart-

less employers and parents will not let them attend. They ought to do it, and let us compel them to do their duty by the strong arm of the law. The logic is fair; but when the experiment is tried it is found that the law has no power in such matters to accomplish what the people have not the heart to do,—still we should have an apprentice law in this State for the schooling of the class of children mentioned, because they are not so numerous and their employers are not so powerful or perverse but that we may hope for good results.

A second class of non-attendants is composed of the children of parents too poor to furnish them with the necessary outfit for school, or at least not able to do so without exertion and self-denial which they are not ready to practice. Some of these families have seen better days in the older States, but much as they may desire to educate their children they are kept out of school to work, or for lack of clothing. Such children are more numerous in our new State than many suppose. The difficulty is not in parental neglect, but in hard, bitter poverty, sometimes without hope. How unwise, in such cases, would be a compulsory law demanding its fine of \$20, to be collected about as easily as we can squeeze blood out of a turnip. It would sting honest poverty to madness and rouse latent depravity to raving resistance.

We should institute auxiliary legislation for such cases. We need a law creating an agency for a sympathetic supervision, an agency that shall go to such families as the representative of the State, and ascertain what and how much aid may be needed, in addition to what they can be encouraged to do, in order that their children may be placed in school, suitably clothed and supplied with books. In accordance with the argument that charges the cost of crime and pauperism mainly to popular ignorance, these would be a great saving to the State by preventing thus early the ignorance. But on the principles of philanthropy it would be a good work, encouraging the worthy poor and stimulating those not the most worthy to rise in knowledge and self-respect. The amount collected in almost any county as fines for the violation of license laws, would meet the cost of

such help, rendered on condition that the children be kept in school; and thus accomplish what could never be done by heartless compulsion.

The third class of children receiving no education, belong to families able to send them to school, but too covetous or indifferent for the duty. In some such cases, this deprivation is not the worst evil suffered. There are boys in such families nearly ruined by overwork. They are bent in form, stunted, dried, spiritless and prematurely old. If compulsion could do anything with their parents, it should be applied to make them human instead of the heartless creatures that they are; and we could then hope to see these neglected children placed in school. But can a compulsory law, in such cases, secure the act that we desire in spite of the cupidity and indifference? This is the real point. If it were probable that the law would be enforced upon such parents, it would be wise to have it. But such a law unenforced would weaken and dishonor the cause of education; and the history of such attempts in Europe and in some of the United States is not encouraging. The passage of such laws is likely to be followed by a damaging reaction and by an undue reliance upon them, resulting in the omission of another class of agencies more potent than compulsion. Such laws have no self-executing power. If we can secure the popular regard for education necessary for their execution, there will be but little for them to do. We once had a geranium whose foliage all inclined to one side. A council was held. Said one, "put under props and *make* it stand upright." Said another, "tie it to a stick on the other side and *force* it to grow as it ought." But we placed it by the south window with the defective side toward the light. The beams of the sun played down upon it and drew its vital forces into that side, and its head inclined that way, and deep green leaves appeared where we could not have compelled them to grow. Similar inducing influences should be thoroughly applied to parents whose earthward tendencies are depriving their children of education. Some of these influences are official, residing in trustees, superintendents and teachers; others are of a social and moral nature, to be exerted by any intelligent

friend of education. Trustees have great ability to promote attendance in their schools. In a district whose enrollment ought to be forty, I once found a school of only seven. In an adjoining district, with an enrollment of forty-two, every pupil was present. In the first instance, the trustees were weak men, and did not care whether the school was attended or not. Had they possessed weight or character, they would have roused the people to duty. The trustees in the other case were men who could say, we have secured a good teacher and opened a school, and it must be filled or we shall close it. The one board was too indifferent to be intrusted with a compulsory law like that of Michigan, and the other superseded its necessity.

Our school law should require trustees to visit families not sending their children to school, and to remove the difficulty if it can be done by them, and if not, to report their names to the county superintendent, at whose discretion they should be reported to the public. Measures of this kind would be effectual in many cases; and if we cannot secure the application of such persuasive influences through trustees and superintendents, it were useless to put a compulsory law into their hands. We must require more of our trustees in this matter than we are requiring. Superintendents must lecture in rural districts, and thus reach the seat of the difficulty. They must require reports from teachers that will show the magnitude of the evil and lay the facts before the people, and create such a din in the public ear that delinquents will do their duty, if from no higher motive, to be rid of the impunity.

But quite as direct and potent is the influence possible to teachers sustained by firm trustees. When the principal of the schools in St. Charles, Winona county, assumed that office, non-attendance and irregular attendance were marked evils. But now, in these respects, the school is one of the best in the State. This change has been secured by the teachers, supported by the school board. The people have been taught to view such delinquencies in their true character. The youth of the place have been educated to regard them as damaging and dishonorable; the pupils guilty of them have been subjected to inconvenience and

if necessary, to disgrace. There has been some grumbling by parents born in the afternoon, but the community generally has been brought to time, and children kept permanently out of school are scarce. Similar results can be reached in rural districts.

The real point of contest between parents and compulsion, is, that the will of a parent should be the law for his children in the matter under consideration. It is held by fathers that if they decide not to send their children to school, no law, no person has a right to *compel* a change of that decision. We may prove that a father ought not to decide that his child shall be deprived of an education, that the decision inflicts a moral wrong upon the child and upon society ; but it will still be found impossible to make delinquent parents acquiesce in compulsion, and in our democratic country a law of this kind is hard to execute. To deal successfully with such parents and avoid the obstinacy that force calls forth, we must reach the desired end without questioning parental authority. Almost every parent will admit that a teacher has a right to know whether a child is avoiding school against parental wishes, or whether he is kept from school by the will of his father.

The school law should make it the duty of teachers to require of all parents in the district a written statement, or if any cannot write, an attested verbal statement, that their children of school age, if not members of the school, or if absent a day, are kept out by the will of those having domestic authority over them ; without, however, asking that the reason for such a decision shall be given. It is, however, the private duty of the teacher and trustees to ascertain the reason and do all in their power to remove the difficulty. Let the law sustain this course, and it would be accepted by the intelligent part of any community. The effect would be, that certain children would be sent to school to avoid the annoyance of preparing "the excuse." Other parents would be unwilling to confess that they were robbing their children of an education ; and to avoid the consciousness of this, the disapprobation of the teacher and the condemnation of the public, they would keep their children

regularly in school. If measures like these cannot be carried out by judicious teachers and trustees, it is worse than useless to think of compulsory measures. Let us try the probable before attempting what is more difficult.

But, in fine, the public influence of the intelligent friends of education should be individually brought into action. We see what talking and agitation can do for any cause, in the advocates of woman's wrongs and rights. If the wrongs of children kept out of school by avarice and indifference, their sacred rights to an education and the injustice of parents depriving them of it were made a specialty by a few intense agitators, male and female, like Mrs. Stanton and Theodore Tilton, something valuable might be accomplished. The moral sense of delinquents would be aroused to duty, or they would perform the outward act to escape censure. But such agitation has not the kind of attractions and rewards that call such valorous reformers into the arena, and we must appeal to the firm friends of education, found to some extent in almost every school district. Let them call up in thought, and bring out in conversation, the civil, pecuniary, social and moral advantages of a practical and thorough education in our children. Let it be written in our papers, discussed in country lyceums and talked at the fireside, that our patriotism will wane and our civil polity degenerate, that labor will become degraded and weak and unproductive, that our social intercourse will be vulgar and corrupting, and our morals vitiated and ruinous, if we fail to sustain our system of popular education for a pure, refining and potential culture. Let it be felt and said, that men who ignore such schools and deprive their children of such culture, are guilty of a wrong that dishonors them as citizens, and subjects them to strong censure. If this is not enough, report them to the public, level popular indignation against them as the oppressors and robbers of their own offspring, and it can be made so hot for them that they will yield to public sentiment or migrate to some frontier where heathenism is in the ascendant. If the friends of education have too little interest in the cause to exert these restraint-

ing influences and this pressure, it is a mere delusion to expect that they would do anything with a compulsory law.

To conclude this paper, I remark, the notions of some educators as to compulsory measures are very much like those of certain consumptives as to medical treatment. They ask the doctors for a specific remedy that shall go right to the lungs and touch the diseased spot. But a sensible physician replies: "Your disease lies deeper; it is in weak digestion and assimilation, and defective nutrition. Let specific remedies alone. Take measures to strengthen the general vitality of your system, resort to exercise, bathe in sunlight, drink in the pure, outdoor air: eat, digest, and the local symptoms of disease will disappear." Yet half the consumptives in the land will give up and die rather than make this exertion—vainly seeking a substitute in some patent remedy and local application at the point where the underlying disease breaks out. So with some of our well-meaning educators. To cure non-attendance in our schools by the measures which have been suggested, is for them a process too laborious and gradual. It would require too much individual exertion and too much time, and they cannot learn to labor and to wait; and so they talk of a compulsory law that shall hit the evil square on the head, and be a dead shot. But time will teach us. We shall yet learn that such a local remedy, even if it should reduce the symptoms of the disease at first, would leave all its pernicious power in the popular body to break out after a little while in resistance to the law, or in new forms of indifference to education. Let us rather labor for a radical cure. Let superintendents and trustees and teachers work upon the masses in the ways indicated. Let every friend of common schools rouse to individual action. We have machinery and organization adequate for the work, but our whole machinery needs *steam*, from the head of our educational department down to the humblest instrument of popular education. In such an intensification of our educational agencies is the hope for realizing what we all desire.

D. Burt.

NATURE'S PRIMARY SCHOOL.

The subject of natural education in its relations to public school work might properly be considered under three heads:

- I. The work of the primary school grade.
- II. The work of the intermediate school.
- III. The work of the grammar school.

Such a division would enable one to group the principles upon which Nature proceeds, about certain distinctly defined stages of physical and intellectual life, and thus to bring instruction which would be of benefit to teachers in different grades of schools. What was natural in the work of the higher departments, as represented by the High School, the Normal School, etc., might be left for after discussion.

First of all, then, beginning at the foundation:

The Primary School Grade.—Our school is made up of the children of healthful parents, and who are themselves healthful, natural children, whose sensibilities have been fully aroused, but not blunted, whose instincts are sound, and whose ways bodily and mental, are simple and natural. "Such children are rarely to be found," we hear some experienced teacher say. This may be true, though more children in any given public school, approach to this, than many are willing to allow.

There are those, we know, and we are sorry to be compelled to admit it, who, before they enter the lowest department of the public school, have been marred for life. They have been so injured by unnatural modes of life and treatment, that long years and the most healthful influences will alone suffice to bring to them the tone of nature. These, however, so early lost, are comparatively few. The laws of hereditary descent may have entailed upon many tendencies, which are vicious both in respect to body and mind; and the associations of home, may have been far from what they should have been; but there is very much of pure nature about the child, almost

always enough for the skillful teacher to put upon a rapid course toward supremacy.

These abnormal unfortunates require the wise application of Nature's remedies, in addition to the same aliment by which their more happily born and matured companions are to be kept upon the course of improvement.

Come with me, my pedagogic friend, and we will pay a visit to Nature's Primary School. The teacher is Nature, and the children are natural. The children are not alike. Here is one who, in his way, is a real, genuine Hotspur. He is determined to have everything move, and move with a vim, and move when and where he wants it to move. And he wants it to move, now. It must move. He is imperious. He seems born to command. By his side, is his mild, yielding, but active and courageous companion. Hotspur believes thoroughly in himself, and with good reason. His companion believes in Hotspur, is glad to follow him, humors all his whims, rejoices in all his victories. Hotspur is fiery, his companion is calm.

Nature couples them, and the one helps the other. Hotspur supplies what his companion needs, and in turn, he is supplied by his companion. If we were to classify children upon the basis of temperament, for the purpose of education, we should wish to bring some of every sort into each schoolroom; and as this is what Nature does in her great school, we think we would not meddle with what she has done so well.

We see, then, in Nature's school, every variety of temperament and disposition. There we behold the timid and bold, the strong and the weak, the sickly and the robust, the symmetrical and the deformed, the quick and the dull, the bad and the good. How does nature treat them all? How with respect to instruction? How with respect to discipline?

Nature makes her school for the little ones largely a playground. Watch your children upon the schoolroom playground. How they revel in Nature's teachings! Here is a group building sand-houses. Here are some bringing stones for the construction of a wall. They will form an enclosure, a miniature field. Into it, in imagination, they will drive their

oxen and cows, their pigs and hens. Within it, they will erect their houses. Then they will have their farming implements, everything that memory can suggest, or imagination can invent. Day after day, they will go on with their labors. And this, to them, is Nature's school. In all this work and play, this working play, they have been naturally taught. There have been lessons for the eye and the hand; lessons in form, (geometry); lessons in number, (arithmetic); lessons in language. They have studied a little what stone will best fit this place,—a lesson in form; they have studied what stone will best hold in this perilous position, or upon which side will this stone lie most firmly, a lesson in natural philosophy; they have sorted out stones of a certain shade for a certain position upon their face wall, or to be used in the erection of their house,—a lesson in color, and an exercise to train the taste. They have exercised all the powers of the mind.

And, meanwhile, the body has come in for its share of the training. The hand has been trained in the direction of dexterous manipulation. The limbs have been strengthened by natural use. The blood has passed healthfully and rapidly upon its round of ministry.

Their little hearts and consciences, too, have not been neglected. Some gently done act of courteous kindness has caused the heart of one, to swell with emotions of joy and gratitude. To another some sadly evil deed has brought pain and tears. In the course of Nature, by her teachings, have come these lessons for the heart. These come to the schoolroom with countenances lighted up with joy, for they have been obedient learners in Nature's school; those have faces darkened with pain and grief, for they have been disobedient, selfwilled, undocile.

And thus we have seen a little of Nature with the little ones. Surely our visit should not be a profitless one.

—*G. M. Gage.*

PHYSICAL VIEW OF ELOCUTION.

In an article published last month, we referred to the fact that "our physical, mental, and -- to a certain extent -- our moral well-being is largely conditioned upon the *kind* of air and *how* we breathe."

We consider this subject of vital importance to all, particularly to those who have charge of the young. Hence we devote this article to the *Physical View of Elocution*.

One who is at all versed in the study of Elocution will see the importance of a complete *knowledge* of the vocal organs -- their *functions* and *results*, with the best method of cultivating and developing them -- as the *first step* towards progress in this science. After this, the student is prepared for the second step, viz.: adapting *sound* to sense. The latter we reserve for future consideration, and proceed with facts relative to the former, for many of which, we are indebted to Dr. Hannaford.

The lungs, sometimes called the "fire-place of the house in which I live," are remarkable not only in their structure, but in their office.

We see, that they occupy a very large relative space in the physical economy. The reason of this is apparent, when we understand how much the body is dependent upon them for vigor, strength, and endurance.

Indeed, it is a well-established fact among scientists, that the size of the chest, and consequent development of the lungs, -- other things being equal, -- is the measure of physical prowess and endurance.

To render this principle, -- that *lung power* is the synonym for physical endurance, -- still more apparent, we have only to observe animals and birds remarkable for speed or endurance, -- among them the lion, hound, carrier-pigeon, humming-bird, eagle, etc. The chest capacity in each being remarkable.

While man breathes about twenty times each minute, the humming-bird and carrier-pigeon, breathe respectively **seventy** times, and from one hundred and forty to **one hundred and seventy** times, each minute, while the eagle, the "king of birds," uses a great amount of air.

Turning from the *lower* to the *higher* order of *animals*, we see that the *man of power and endurance* is the man of *capacious chest*,—one who is the most *extravagant in the use of pure air*, which a wise and kind Father has so bountifully supplied. Oh! how sparing we are in the use of this *health-preserving vitality and power-producing fluid—so free and yet so invaluable*.

The structure of the lungs itself teaches us the importance of a *free use* of this vital fluid. "The tube leading from the throat to the lungs is compared by Dr. H. to a trunk of a tree, dividing as it enters the chest, into two large branches, then dividing and sub-dividing into almost innumerable branchlets, twigs, etc.—terminating in air cells corresponding with the leaves or buds of the trees, having an office not unlike that of the leaf.

These air cells are estimated to number 600,000,000—or as many as could be counted in more than thirty years, counting ten hours each day at the rate of one hundred per minute. Side by side with these air cells are blood vessels, with a thin membrane between,—the latter containing blood from the heart, sent here for purification, to be revitalized, after having made the circuit of the whole body,—in which it not only *loses its vitality*, but collects the *waste*—the impurities, the *worn out* and decayed particles of the whole system; bringing all to this *grand purifier*, where some portions are revitalized and others thrown off by the act of breathing, the exhaled air being often loaded with *foul and effete matter*.

So important is this breathing, this *renovation*, that it continues day and night during our whole existence, at the rate of about 28,800 times each day.

The lungs when fully inflated have a capacity of about one gallon, though we do not use that amount of air at each breath.

It is estimated that we use about 14,400 gallons of air each day, purifying our corrupt bodies far more rapidly than all of the quack "blood purifiers" of the market.

Oh, we are *fearfully* and *wonderfully* made!

One word to those who have taken upon themselves the high responsibility of moulding and developing the immortal minds of the young. You are responsible, to a great extent, for the future character of our Republic,—its weal or woe.

The public mind is fast becoming disabused of the *heathenish* idea, that a pale *spirituelle* face and *emaciated body* are indicative of a *healthy mind*—a great intellect. We ought not to use the term "heathenish," for the ancient "heathen" taught and practiced the reverse of this. The outer man is a pure type of the inner.

We entreat you to rouse to a livelier appreciation of this subject, for your own welfare as well as that of the tender bodies intrusted to your care, so easily developed into strong and healthy ones, so easily marred and dwarfed for life. *Take time* from the everlasting drill in arithmetic and geography, if no other time can be found,—to practice vocal and physical gymnastics calculated to give health and elasticity to the muscles and develop a fine physical and mental organism.

—*Julia M. Thomas.*

Our students who really wish to learn to think practically, must spend more time reading and studying the master-pieces of English literature. It takes too much time to think in Latin and Greek; we must think in English, therefore we must train in our own native tongue. We can get as much thought in a tithe of the time in Shakespeare as in Homer; in Milton as in Virgil. We need the old tongues to understand our own thoroughly, but we ought not to lavish so much time in learning only to spell out the meaning of their writers, when the mind might be climbing the heavens or threading the mysteries of earth, air, and intellect with our own.

—*Phren. Journal.*

THE PROMOTION OF SCIENTIFIC RESEARCH.

Much is nowadays said and written about the promotion of scientific research, and although everybody is convinced of the importance of doing something, no one is agreed upon the ways and means. It is certainly important to do all we can to help on the progress of invention and discovery; but how to do this, in a way that will not result in more harm than good, is a problem by no means easy of solution. We do not set out with the expectation of being able to settle the question, but our experience with this class of topics entitles us to do a little talking on the subject.

We should say that protection by patents must stimulate the inventive talent of the country. No one would make special effort to perfect a machine or apply a new principle, unless he was tolerably certain of reaping the reward of his labors. It is with invention as with the acquisition of wealth; unless the law protects us in the enjoyment of both, anarchy prevails and society can make no progress. It is a well-known fact that in Germany a vast number of philosophical principles and mechanical laws have been worked out, but they have remained unapplied for the reason that the government failed to afford any protection from the immediate appropriation of them by any one who chose to apply them. Other nations have seized upon the matured ideas and have put them to practical use, and Germany has lost the benefits that a wiser legislation would have secured to the country.

Another way in which scientific inquiry can be promoted is by the dissemination of correct information upon the commonest affairs of life. There must be sufficient intelligence in a community to offer sympathy and not opposition to the pioneer in new enterprises. A knowledge of common things is indispensable to the growth of scientific ideas. The soil must be

well tilled before the seed can take root, and this tillage must be done by teaching, books and journals. The history of invention affords abundant proof of the slow growth of important discoveries in communities where persons in authority have been too ignorant of the first principles of science to understand or appreciate the efforts of some genius who was far in advance of his age. We can cite the steam engine in illustration. Papin, a French refugee, while residing at Cassel, in Germany, invented a steam pump and steam engine, which he applied to the propulsion of a boat down the river Fulda as far as the ancient town of Munden, in Hanover, where the river Weser begins. Before going any further, it was necessary for him to obtain the permission of the Hanoverian authorities, and he made application in due form, and also wrote to the celebrated philosopher, Leibnitz, to aid him in the matter. Leibnitz, with the keen intuition of the man of science, at once understood and appreciated the importance of the wonderful invention, and made every effort at court to secure the favorable consideration of Papin's application, but his labor was in vain; the minister of foreign affairs could see no good likely to arise from the introduction of steamboats, and he sent an order prohibiting the new invention from sailing on the waters of the Hanoverian kingdom. The river boatmen at Munden, hearing of this decision, got up a mob and destroyed the boat, and Papin himself was driven out of the country. This illustration of the importance of general information may be said to be an extreme case, but it is nevertheless true, and goes to show what a baleful influence an ignorant minister can exert upon the destinies of a country. We came very near having a similar misfortune in our own country. It is within the memory of many persons now living how violently some of the members of Congress opposed all appropriations in aid of Morse's telegraph. Some of them threw great ridicule upon the project, and proposed to extend the wires to the moon. It required years to disseminate sufficient information on the subject to inspire the faith and confidence of moneyed men in this strange enterprise. These illustrations will suffice to prove the importance

of sowing the seeds of knowledge broadcast as a means of promoting scientific inquiry. The question whether it is wise and expedient to grant government or individual aid to promote investigation is not so easy of decision. It is a delicate responsibility to say that, if a certain course of investigation were to be pursued, it would inevitably lead to important practical results, and that therefore the State ought to come and help the needy inventor. The liability to abuse and the doubt as to the constitutional right of the State to help individuals would seem to put a veto upon this method of aiding science. Individuals can, however, do as they please, and we have numerous instances of money being left by men of fortune to afford aid to scientific men in one form or another. Prizes, medals, fellowships, rewards and pecuniary assistance have been the methods pursued to accomplish the will of the donor. There has been a good deal of curious experience in reference to the effect of this way of encouraging scientific inquiry. The University of Oxford, in England, is notorious for the immense endowments it has received, and is equally as famous for the small results achieved. It is stated by Sir Benjamin Brodie that \$600,000 per annum are expended by the colleges of Oxford, in subsidies to students and for the endowment of fellowships. And he very pertinently asks: What return does the State receive for this vast expenditure of money? The unfavorable result of endowments in England, has set Parliament to work to investigate the whole business, and it may well occasion some anxiety to ourselves. We have imitated the example of the mother country, and would perhaps do well to proceed with a little more caution. Is there, then, really no practical way in which to promote scientific research? We shall not attempt to answer the question, but can make a suggestion. Suppose we organize a society for the promotion of scientific research, to consist of a board of trustees, who shall have the entire management of the property, and who shall give aid when they think it will be judiciously employed. Such a board of trustees must consist of scientific men, not lawyers, or merchants, or clergymen, such as make up the majority in all college boards,

but the best known scientific men of the city. They would be excluded from voting to each other any of the income, but must use the money to aid pure science where they see that it can be used to the best advantage. It often happens that an endowment is made of a professorship in a college, because the incumbent is an investigator and first class scientist, but it does not follow that the successor will be equally eminent; on the contrary, it generally happens just the other way. If the money had been put in the hands of a separate board of scientific men, they would not pay out the income to the incompetent successor, but would search out some other institution where the proper individual was to be found. Here is an idea for our scientific men to work up, and we should be glad if it leads to something practical and useful.

Scientific American.

THE ACTUAL COST OF A SEWING MACHINE is from \$5 to \$7, or all complete with table, etc., from \$10 to \$30. The American public pays from \$60 to \$125 for the same article, at retail, and the difference is clear profit. To still further prove the enormity of the injustice to our people, the same companies, in spite of our high tariff on cast steel and Swedish and Scotch pig iron, import both metals crude, manufacture them into sewing machines, export the finished goods back, and sell them in Europe at prices less than those for which the articles could be there made even at the cheap existing rates of labor. In fact, the people across the Atlantic pay, for the same machines, only about one-half the price charged to our own countrymen.

Scientific American.

EDUCATION IN MINNESOTA.**COMMON SCHOOLS.**

I submit the following statement in relation to common schools for the year ending September 30th, 1872:

Total receipts from all sources, including balance on

hand at commencement of the fiscal year, - \$954,182.96

Total expenditures, - - - - - \$990,936.08

Amount derived from permanent school fund, - \$162,264.00

Amount derived from taxation and other sources, \$791,918.96

Whole number of teachers employed during the year, 4,712

Of these, 3,056 were females, and 1,656 males. There are in the State over 180,000 children of school age, about 120,000, or 67 per cent. of whom attended the common schools during the year; while about 5,000, or 3 per cent., were attending private schools. This shows that 30 per cent. or 55,000 of the children of school age did not attend school during the year. But the Superintendent estimates that the number of our population under fifteen years of age, not enrolled in some school during the year, public or private, is less than 6 per cent.

The Common School Fund now amounts to \$2,780,559.35, and has been wholly created during the last twelve years from the sale of lands donated to us by the General Government, being one-eighteenth of the entire area of the public lands in the State.

Should the remainder of the grant be converted into money to as good advantage as has been the case heretofore, the fund will reach \$15,000,000. It is now in amount the fifth school fund in the United States.

These facts show the great proportions to which our school system has grown, young as is the commonwealth. For further details and much valuable information, I must refer you to the perspicuous and interesting report of the Superintendent.

Happily, our school law is in a very acceptable condition, and but a few amendments are deemed necessary.

I cannot forbear to say, that, to the faithful public officer who has, during the last twelve years, had control of the school lands, and to whose efforts the magnitude of the present fund is largely due, the people of Minnesota are much indebted, and that his name and services will be perpetually associated with the prosperity of our Common Schools, and deserve to be cherished and remembered by all the thousands yet to enjoy their benefits.

NORMAL SCHOOLS.

The report of the President of the State Normal Board of Instruction, with accompanying documents, presents the usual statistical details in respect to these institutions, and your attention is requested to the facts and recommendations therein contained. That our State has been liberal in its policy towards these schools, is questioned by none. The interest which is felt by our people, in the object for which they were established and have been maintained, has been well attested by the pecuniary support given them. Their object is noble, and they have done much good. The wisdom or unwisdom of the original provision which called these schools into being, it is profitless to discuss. We have the schools, and there is no good reason to doubt that they may be made of immense benefit to the cause of education in Minnesota. They are forces for the promotion of general intelligence, and the problem to be considered in respect to them, is: How can they be most economically managed, without impairing their usefulness? At present they are under control, by statute, of a State Board and *three* local boards. The State Board consists of seven members and the local boards have each three members. In addition, each school has a treasurer. Thus the services of sixteen men are more or less in requisition for the management of these institutions, whose expenses in attendance upon the meetings of the boards, and in the performance of other duties, are a public charge.

If the Normal Schools are chiefly of local importance, then,

for each, there should be a local board, to which should be confided their control. These boards might make their separate regulations and individual annual reports. But if, on the other hand, these schools are to be considered as a unit, each one being a part of equal importance and in every respect upon an equal footing with the others, and all belonging to, and employed for, the State, then it may be questioned whether the three might not be better managed by one State Board, as is the case in some other States. I am confident that the time is fully come when the organic law relating to Normal Schools should be changed. There are many things in respect to them that we have learned from experience.

I suggest that the entire responsibility in regard to them be intrusted to a board numbering not more than five, acting under such restrictions as will insure uniformity and efficiency; that until, as is hoped will ultimately be the case, these schools can be supported by a fund of their own, an annual appropriation be made to cover the current expenses of all; and out of this appropriation a certain specified sum be allowed annually to defray the expenses incident to the holding of board meetings and the making of visitations by members of the board to them, the remainder being divided between the three schools and expended under the sole direction of the board. These schools have necessarily a plan and course of study, and these should be uniform. They have, naturally, each the same number of classes, and, consequently, should have about the same number of teachers; directness and uniformity are important to their general efficiency.

So long as the local boards exist, cases must occur where, from considerations of a local nature, bias will be given these schools calculated to render them subservient to local interests, to impair their general efficiency and make them more expensive to the State. Under the exclusive management of a central board, composed of men not subject to local influences, one or two of whom should be required to give the necessary time to a personal supervision of the work, receiving such reasonable compensation therefor as to afford to do it well, I feel that the

Normal Schools would soon emerge from much of the jealousy and prejudice that now attaches to them as local institutions claiming support from public funds, and take on a broader and more general usefulness.

STATE UNIVERSITY.

The reports of the Board of Regents and of the President of the State University, which will be laid before you, show as high a degree of prosperity as can reasonably be expected with its present limited accommodations and available funds. It has an able corps of officers and professors, who are struggling under adverse circumstances to make the institution what it was intended by its founders to be, and what the honor and interests of the State demand it shall soon become—a general University, towards which the entire educational system of the State should point, and in which it should culminate. The landed endowment of the University, its extent considered, is a generous one, and promises to go far toward providing a liberal support in the future, but at present it does not yield with even the strictest economy, revenue sufficient to defray current expenses without embarrassment, while no part of the permanent fund can be used for building purposes. The University Building is not only ill-contrived and very inconvenient, but the demands of the institution have entirely outgrown its capacity. When the school was opened in October, 1867, the building was sadly out of condition, and has required heavy annual repairs ever since. Yet the entire amount appropriated to the University by the State for buildings and repairs, since its original construction under the old regime in 1857-1858, is but \$25,000, much less than any of the other State institutions have had in the same time.

The success of the University is retarded by another circumstance. It seems to be well understood throughout the State that board and lodging accommodations are more difficult to obtain and more expensive in the vicinity of the University than at any other point, offering good educational advantages, in the State. It appears to be especially difficult for young lady students, having no relatives in the University town, to obtain

suitable shelter at prices within the reach of moderate means, and it is in consequence of this fact that the proportionate attendance of young women is reported to be diminishing.

The great and permanent success of the University demands that its classes be constantly re-enforced from the ranks of the common people, and chiefly by the sons and daughters of farmers. It is unlike the long-established, wealthy and renowned colleges which draw their students from among the rich, and at which it is known to cost a fortune to educate a son. Should the community in which the institution is located, and which, from the honor reflected as well from the educational and other advantages flowing from such location, is more deeply interested in its prosperity than any other community, take no action to abate the evil, it will become the imperative duty of the State to devise some remedy. To one liberal citizen of Minneapolis the State is indebted, not only for his long continued and efficient services in behalf of the University, but also that he has generously invested a portion of his private means in the erection of much needed tenements for the use of students.

No great university has ever been built up without the co-operation of generous citizens who lay upon its altars noble gifts from their private fortunes. As the class of wealthy and public spirited men becomes more numerous in our young commonwealth, it is hoped that these beneficent examples will multiply.

Measures should be taken looking to the increase of the permanent revenue of the University, if we hope for high attainment. Congress should be petitioned to equalize between the States the Agricultural College grant of 1862, which was distributed to the great disadvantage of the new States. I would also respectfully suggest that the Fort Snelling Military Reservation is no longer needed for military purposes, and that Congress be memorialized to render it subservient to the purposes of peace by donating it to the State for the benefit of her University.

Horace Austin, in Message to the Legislature.

PRACTICAL DEPARTMENT.

GRAMMAR TEACHING. II.

What shall be taught in respect to language in the first stages of school life, and how shall it be taught?

First, teach practically what are the sounds of spoken language, and how these sounds are produced. I say, teach practically, that is, by practice. In other words, train. There can be no exercise more healthful, none, under proper conditions, more agreeable to all parties concerned, than vocal drill. And if this exercise be conducted with due regard to simplicity and variety, if that thought be given to its preparation by the teacher, which its importance demands, if there be preserved that order of sequence which will bind all together, and bring into play naturally the vocal powers, it will be sure to produce most desirable results in respect to the right use of language. I can not, I know and feel that I can not, state too strongly the importance of this work. When we reflect upon the permanency of influences thus early and persistently pursued, how they crystalize into habits of speech, we have the foundation for a just estimate.

But there is required for this work real study on the part of the teacher. She must know something more than the ordinary definitions of the reading books relating to articulation. In the preparation for these exercises and the giving of them, she can make use of almost all that is known relating to the organs of speech as well as the methods and the matter adapted to the children of whom she has the charge. And if, without study and without knowledge, and without daily special preparation, the teacher, acknowledging that to do this work would be beneficial, decides to enter upon it, she will probably soon aban-

don it, and that without the accomplishment of anything very desirable.

I am conscious, that there is no such thing to be given, as a brief rule to guide the teacher as to the arrangement of her subject matter for a series of lessons in vocal drill, or rather that the statement of such a rule presupposes the general knowledge on the part of the person to whom it should be given, which would qualify her judiciously to apply it, and which, therefore, would render the mere statement unnecessary. Thoughts upon the subject calculated to awaken thought on the part of others, and to lead to that kind and amount of study which is sure not to be fruitless, seem to me best designed to do good. The physiology of the vocal organs, from the diaphragm forward to the lips, should be known by the teacher. She must know how to drill to bring about an economical and well-directed expenditure of breath. She must understand the position of the organs to secure the right production of the elementary sounds, and to form correct habits of articulation. She must be a good drill master, wisely adapting means to ends. She must be vigilant and unremitting.

This is but one of the things in respect to language which should be taught to the smallest children in our public schools. It bears directly upon, and is a part of, grammar. It has the direct tendency to lead to care and accuracy in the use of words. There are other matters which should receive attention, but this is fundamental, and a preparation for it would greatly extend the boundaries of the primary school teacher's knowledge and power in the schoolroom. I commend it and it alone, for the present, to the attention of those who teach the youngest children. First, be thoroughly informed on the general subject. Second, be sure to begin at the beginning, with simple things, and to proceed in an orderly manner. Third, persevere unto the end. Fourth, never neglect daily careful preparation. Fifth, learn to adapt your methods to your pupils. Sixth, *do not omit to begin.*

G. M. Gage.

SOME DIRECTIONS FOR TEACHING.

First—If you want to wake up a class, ask some interesting, not commonplace, but, after all, easy-to-be-answered questions. Their not being commonplace will secure attention, and their being easy to be answered, at the same time awakens pride, and so the pupil will be aroused and active.

Second—Do not make the questions such as would require far-fetched and comprehensive answers. Inability to answer discourages.

Third—Be very ready with questions. If you are not, there can not be any magnetism between you and your class. Enthusiasm cools, and so attention is lost; the thread is broken, the minds wander, something else has gained the hold upon the minds of the pupils, that you ought to have.

Fourth—Do not try to do too great things. You cannot teach everything in one lesson, but you can teach something in it.

Fifth—Really teach something, and remember what teaching is, and so be sure that you have furnished something to the minds of those you are instructing.

Editor.

READING IN PRIMARY SCHOOLS.—The subject for discussion at the meeting of the Primary Principals' Association, New York City, held Dec. 16, was reading. The following suggestive questions were considered:

Reading—Relating to Principles.—Do children notice *first* the elements or parts of an object as a whole? Or do they notice the object as a whole *first*, and observe its parts or elements afterwards?

Do children try to learn new words by means of their resemblance in form and analogy in sound to words previously learned?

1. *Relating to Methods.*—With what, then, should the *first steps in reading* be commenced; and how should the lessons be conducted in preparing children to read in books?

2. In commencing the use of reading books in a class, what are the principal points to be attended to by the teacher?

3. May these principal points be included in three groups, so as to indicate the order in which attention should be given to them?

If so, what are these groups ?

4. Should reading be taught with attention to the thoughts represented in the lessons, and to a clear and natural utterance of those thoughts, or from imitation of the teacher ?

5. What ought to be the principal objects or reasons for teaching children to read ?

How may reading be taught so as most surely to secure these objects ?

6. Of what use are phonetics in teaching reading ?

7. How can children be taught to group words properly into phrases, when reading, so as to read with natural emphasis ?

8. Should instruction in definitions and the meaning of words have special reference to the subject of the reading lessons ?

Christian Union.

WHEN I arrived at the school-room, just after nine o'clock this morning, I found all the children sitting quietly at their desks, engaged in writing their journals or their spelling lesson. During the sitting time of silent study, Mr. Alcott generally walks about the room, preparing pencils and pens at each seat, and making remarks. For the study of this lesson, an hour is generally appropriated, which gives time for the journalists also to learn it. At about quarter before ten, Mr. Alcott takes the seven younger members of this spelling class, as they cannot use a dictionary very intelligently, and lets them spell the words over to him, and he tells them their meanings. Of this, the rest of the class can take advantage, if they choose. All, however, are thrown into one class at ten o'clock, when two concentric semi-circles are formed in front of Mr. Alcott's table, and the spelling, defining and illustration of the words begin. The arrangements are made without words on the part of the scholars. All turn round in their seats quietly, and form a semicircle around Mr. Alcott's desk. Every chair is at a little distance from its neighbors, of which the size of the room admits, and which is an easy mode of preventing intercommunication. Mr. Alcott shows much judgment in diminishing temptation by his arrangements. And every day, before they turn in their seats, he reminds them that it can be done without noise. It is very desirable to speak to children beforehand in regard to all such things, for they fail in such duties from want of forethought rather than from insensibility to the obligations of duty ; and, while they are always grateful for being prevented from doing wrong, they are often depressed by being reproved for it when it is inadvertent.

—*Alcott's Record of a School.*

COMMON GROUND.

HOPE.

BY KATE HILLARD.

In the quiet garden of my life
There groweth a red-rose tree;
A little bird sits on the topmost bough,
And merrily singeth he.

The sun may shine in the happy sky
Through the long and golden days,
And the sweet spring blossoms veil the trees
In a fragrant pearly haze;

Or the pelting rain of autumn come,
And the weary wintry weather. [clouds—
And we've nought to watch but the leaden
My rose and I together.

Come rain, come shine, so that bonny bird
But warble his cheery tune;
For while he sings to my rose and me,
To us it is always June.

And Death and Sorrow shall vainly sit
The portals of life beside,
For we float upborne on that soaring song
Through the gates of heaven flung wide!

—*Harper's Magazine for December.*

CO-EDUCATION OF THE SEXES.

Our separate schools have contributed much to the wall between the sexes. During the awakening period, when the imagination is most active, the sexes are carefully guarded from each other in separate schools. Considering the many years our young people spend in school, this is a fundamental mistake.

Some years ago we had supervision of a school for young men and women. The desks were what is called double, each one accommodating two persons. We placed a young man and a young woman at each. Permission was given the pupils to render such assistance to their desk-mates as they thought profitable, keeping the noise within bounds. But we did not check the hum and buzz; for as these young people were being trained for life, and as in actual life there is a hundred times as much noise as silence, we should hardly have felt at liberty to train their faculties in silence for

use in noise. We only said, "Don't be too noisy."

But this is incidental. What we wished to bring before you is the striking influence of this system upon the love passion. When Thomas and Lucy first sat down together, they looked and acted just as a young man and a young woman are likely to do when they first meet. We need not describe it. You have seen how they look and act. This soon began to wear off, and in a month the young people acted toward each other like brother and sister. All that peculiar expression and manner which you so often see among lovers, and which you recognize at the distance of three blocks, soon disappeared. With the new arrangement in our school there was more or less of this all through the room, but, as already stated, it soon gave place to a social atmosphere which seemed identical with that of a home among brothers and sisters.

Still further, they were permitted to change partners at pleasure on the first Monday of each month. This renewed the "lovers'" exhibition a little at first, but after three months even this change of companions evoked no visible disturbance of the school-work. But what good came of it? It is just that question we wish to answer.

1st. From the day this system was introduced, the school required no government. It was like a company of ladies and gentlemen in a drawing room. There was no necessity for rules in the one case more than in the other.

2d. The average progress in our studies was greatly enhanced. Stupid, coarse fellows, who in the company of men alone would chew, and growl, and loaf, became bright, gentlemanly and studious, and girls of light frivolous composition became earnest.

The average progress was greatly increased.

3d. The young men came to regard women, not as charming creatures to be toyed with and to be talked down to, but as brave, hard-working companions, competitors and equals. They ceased to think of their bodies, and thought only of the quality of their minds. The young women no longer looked up to the young men as chivalrous heroes, seeking opportunity to die for their lady-loves, but as fair, honest, honorable companions, whom it was a pleasure to know, and sometimes to conquer.

In a single year they came to occupy the same attitude toward men with those girls who have been reared in a large family of boys, and who are rarely wrong in the choice of husbands. The girls who are educated in a separate school are like the "only child," who is almost sure, if she has been brought up in seclusion, to fall into some trap. The young men, after a year in such school companionship, are like the young man with half a dozen sisters, who is sure to be wise in the selection of a wife.

In its bearing upon the most important interests of our earthly life, there is no part of our education so vital as an early, large, intimate acquaintance with many persons of the opposite sex. What probability is there that a young woman, an only child, brought up in seclusion, educated in a seminary or other separate school, and who then, having finished her education, sets up at home under the watchful eye of her mother for a husband,—what probability is there that she will be wise in her relations with man? With no occupation save that of catching a beau, with imagination and emotions left to wander, is she likely to see through the sham smiles and vows of an imposter?

Dio Lencis in To-Day.

**NEW YORK CITY HONORS
HERSELF.**

Dr. J. G. Holland has been unanimously elected President of the Board of Public Instruction, of New York city. The *Advance*, (Chicago,) says:

"We shall be surprised if New York schools are not perceptibly the better for it, should he stay in that chair long. The last chapter of 'Arthur Bonnicastle' shows that he knows what is in boys' better than most Boards of Education." We quite agree with the *Advance*, and have thought that if these opening chapters of Dr. Holland's great story could be bound in a volume by themselves, they would prove the most suggestive treatise upon school management which has ever appeared in our country. We quote a few words from the admirable address of Dr. Holland, on assuming the duties of his office, Wednesday, Jan. 15th, 1873:

"I believe in schools. I believe that there is no other agency of our civilization equally potent in producing that homogeneity of character, ideas, sympathies and sentiments, which must be secured before we can become a solid and consistent people. It is in them that the rich learn respect for the poor, and the poor learn self-respect. It is in them that class distinctions become softened in their outlines, that sectarianism loses its paltry prejudices, and that character wins its first and most suggestive achievements.

Believing in public schools as the only sound basis for a democratic nationality, I believe in making them so good that every boy and girl, of every class, shall count it a privilege to belong to them, and an honor to pass successfully through their processes and fully meet their requirements.

There are such public schools in this country—schools so much better than any private school, that their diploma or certificate is counted among the proudest treasures of the proudest people. What has been done can be done again; and a state of things which exists in one city can be reproduced in another. New York can do what any city can do; and New York ought, as the metropolis, to do more than any other city has done. It appears to me that her system is marvelously near perfection now, and that all we need to reach the highest excellence in results is:

first, universal enthusiasm among the teachers; and, second, universal support among the people, with great carefulness on their part, that we do not rely too much upon machinery and routine, and too little upon the *morale* and individual spirit of those who serve us. We are apt to trust to methods and very apt to think our own methods best; yet we ought to remember that a man who cannot work best in his own way is not fit to be employed at all. I do not mean by this that every school-room should be the theatre for the riding of private hobbies, and the realization of personal notions and theories, but that, within certain general rules, every man who has anything to do for us may feel at liberty to do it in his own best way—that he shall not work as a slave, but as a free, self-respectful and self-sufficient man.

There is nothing that so greatly checks growth and development as a routine, and a blind slavery to methods. Within the bounds of order, we want every teacher to be a better teacher to-morrow than he is to-day. He ought to grow; and it is our business to give him room to grow, that so we may accomplish the high results we seek. Forth from us should go a liberal spirit—a spirit that gives much, as well as one that requires much; and human nature will cease to be human nature when those who serve us as teachers fail to respond with increased enthusiasm and better service.

There is no man or woman whom I honor more than the faithful teacher; and in saying this I am sure that every member of the Board shares my sentiments. And this leads me to say a single word concerning the attitude of the public toward this most laborious and respectable class of our fellow citizens. The profession of teacher does not command the social consideration which it ought to command, and in consequence it does not command the high attainments and character which are essential to its greatest usefulness. Until the public gives the teacher his due, as a man and a citizen, it is entirely natural for him to carry the spirit of a hireling. That multitudes of our teachers rise above this, is only further evidence of the wrong that is done them. Their patience, their

persistence, their *esprit du corps*; their incalculable usefulness in laying the very foundations of society, ought to bring them within the circle which embraces those whom we honor most and cherish with the tenderest regard."

QUACKERY.

One of the most distinctive characteristics of a genuine profession is the spirit of community which prevails among its members, especially in matters of knowledge. A society of quacks is an impossibility, since the quack is essentially selfish and thrives by what he is pleased to proclaim as his peculiar secret, his discovery, revelation, or what he may call it. The possession of superior knowledge or skill cannot in itself save a man from being a quack if he keeps his knowledge to himself.

The physician who discovers a new remedy, fact or law in connection with the healing of the sick, and withholds it from his associates, is so far a quack, no matter how learned he may be; and the growth of the medical profession in scientific excellence has been coincident with the comparatively recent practice among the medical practitioners of publishing in society meetings and in medical journals, the result of their experience and study. The formation of teachers' associations, institutes, and so on, has done much of late years to create a corresponding professional spirit among teachers, and to do away with the spirit of quackery that formerly prevailed among them.

Years ago the average teacher who hit upon a happy method of teaching any subject, studiously kept it to himself, that he might astonish the public with unusual results on exhibition day. He might brag of his superior method, but he never taught it to another. He carefully refrained even from practicing it in the presence of rivals or strangers, lest he should betray his secret and lose his pre-eminence. There has been a cheering growth of a true professional spirit among teachers of late years, and the days of educational quackery are well-nigh past. Teachers are learning to regard the good of others as of more consequence than their individ-

ual rank, and to make their experience tell rather for the advancement of "the good cause," than for their immediate personal profit. If they have failed to push forward the scientific development of their profession as they might, it has been less from the lingering spirit of quackery, than from the lack of proper direction to their efforts.

WORDS IN GENERAL USE.

It has been calculated that our language, including the nomenclature of the arts and sciences, contains 100,000 words; yet, of this immense number, it is surprising how few are in common use. To the great majority, even of educated men, three-fourths of these words are almost as unfamiliar as Greek or Choctaw. Strike from the lexicon all the words nearly obsolete—all the words of special arts or professions—all the words confined in their usage to particular localities—all the words which even the educated speaker uses only in homœopathic doses—and it is astonishing into what a Lilliputian volume your Brobdingnagian Webster or Worcester will have shrunk. It has been calculated that a child uses only about one hundred words; and, unless he belongs to the educated classes, he will never employ more than three or four hundred. A distinguished American scholar estimates that few speakers or writers use as many as ten thousand words; ordinary persons, of fair intelligence, not over three or four thousand. Even the great orator who is able to bring into the field, in the war of words, half the vast array of light and heavy troops which the vocabulary affords, yet contents himself with a far less imposing display of verbal force. Even the all-knowing Milton, whose wealth of words seems amazing, and whom Dr. Johnson charge with using "a Babylonish dialect," uses only 8,000; Shakespeare himself, "the myriad-minded," only 15,000. These facts show that the difficulty of mastering the vocabulary of a new tongue is greatly overrated; and they show, too, how absurd is the boast of every new dictionary-maker that his vocabulary contains so many thousand words more than those of his predecessors.

The Lakeside Monthly.

MODERN PROGRESS.

The era in which we live presents a potential theme for thought. The spirit of the times manifests a growing appetite for the truth. As civilization advances, as the love of "Peace on earth, good-will toward men" is interwoven into the character of man, sham, in the multiplicity of its phases, falls a prey to the unerring force of truth. The ideal is elevated. The intelligence of the progressive age calls for a higher standard of excellence. The thinking man refuses to be satisfied with what at present appears on the mental horizon. He longs to quaff deep draughts from the mystic fountains of knowledge. He demands the theorem of truth to be practically demonstrated. Wordsworth, in one of the finest productions from his pen, tells the story of one who believed the planets were born in the arms of angels. Science took a grander sweep, killed off the angels, and showed that the wandering luminaries, under Divine guidance, had been accustomed to take care of themselves.

So has the firmament of all knowledge, cleared of its vapors and its fictions, been revealed in its solid and shining facts. The years whirling round like the toothed cylinder of a threshing machine, blowing the chaff out in clouds, quietly drops the rich pulse-kernel within our reach. And thus it will ever be—men will sow their notions and reap harvests; but the inexorable age will winnow out the truth, and scatter to the winds whatsoever is error. —*Phrenological Journal.*

CULTURE REQUIRED TO APPRECIATE CULTURE.

An illustration of Herbert Spencer, discussing the study of sociology, in *The Popular Science Monthly*, presents so strong an argument in favor of musical instruction in public schools that we give our readers the benefit of it. He says: "You have, perhaps, in the course of your life, had some musical culture, and can recall the stages through which you have passed. In early days a symphony was a mystery, and you were somewhat puzzled to find others applaud-

ing it. An unfolding of musical faculty, that went on slowly through succeeding years, brought some appreciation, and now these complex musical combinations, which once gave you little or no pleasure, give you more pleasure than any others. Remembering all this, you begin to suspect that your indifference to certain still more involved musical combinations may arise from an incapacity in you, and not from defects in them. See, on the other hand, what happens with one who has undergone no such a series of changes—say, an old naval officer, whose life at sea kept him out of the way of concerts and operas. You hear him occasionally confess, or rather boast, how much he enjoys the bag-pipes; while the last cadences of a sonate, which a young lady has just played, are still in your ears, he goes up to her and asks whether she can play 'Polly put the Kettle on,' or 'Johnny comes Marching Home.' And then, when concerts are talked about at the table, he seizes the occasion for expressing his dislike of classical music, and scarcely conceals his contempt for those who go to hear it. On contemplating his mental state, you see that, along with the absence of the faculty for grasping complex musical combinations, there goes no consciousness of the absence—there is no suspicion that such complex combinations exist, and that other persons have faculties for appreciating them."

SNALE ATTENDS THE INSTITUTE.

MR. GARISSEE.—Heering sed that you was the firstscool comishner in Western New York to start a teecher's Institute, and hooping you have found out the eror of yure ways and are sorry for the Sain, I now addres you in relation to the Institute which in the frazeology of the times, has just been being held at Sculesville. I attended the sain. Fact is, I wanted to get a Sertifcate. I was in a hurry to get one and allso to dig petatoes which was ripe, and I went to the comishner beforehand and told him that ide taken the skilllessky schule and wanted a Sertifcate. "Very well," said he. "Yule attend the Institute of course and get examined at the seshion." I didnt no how

to say know to that, and so agred to go, hooping to keep in the right Cide of him and get the Sertifcate. And go i did.

It is safe to say that the Institute has now becum an Institution. Like the normal scools it has spred all over the state. I propose, therefore, while being examined myself to examine it; and, if i found anything rong in it, to expose it.

Mr. Garissey, when you started that first teecher's Institute you cogent have knowne that you was starting an institution that was a going to injor the best and dearest interests of such teechers as me. Time was when the podunk scool was open to proposals from the cheapest teecher, and the Sain was true of Other scools; but normal scools and Institutes has changed it all. Onlyn skilllessky scool and sutch are run on them principals now. I cood dwell on this point, and show you the injurious effects of it on sutch as me, but i forbare.

The institute at sculesville is called a suckles; but let us examine it. In the first phuse 1 hundred mail teechers was torn from petatoe-digging and other yuseful occupations and compelled to pass two weeks in Idleness. Also 100 females was compelled to lissten when they would rather tawk, not for an hour or two hours but for two Weeks. Just think of it! so much the tirranikle part of it. They say it was a profitble seshion but where's the proffit? It cost me six dollars and 54 cents for board. I will say i got the worth of that—gained 8 pds. in flesh, but that's aul i did gain. I didnt learn nothing except how to spell Institute; but is that worth two weak's time? time taken from Petatoe digging at that.

Fact is, I thought the Institute was a sort of mill, where you was run throu and ground over and sifted and brot out at the end of two Weeks a tip-top Teecher with a Sertifcate in your hand. Sutch was my Dreem. "The turk awoak," and porter's retorrikle Reader tells the rest. I awoak, and i say to teechers unless you no something beforehand doant go to the Institute. Sutch ideas as was advanced there! why, to teach them one wood need to no all there is in the erithmatick, in the grammer, in the geography, in the dickshionary and a grate deal more. But i say that's im-

possible, and therefore the teecher's Institutes is a failure.

Then their is another point. Sarah Jane Miller was assistant conductor of the Institute. what she received for her services i doant no, say 40 dollars. Dont it seem redikilis that a woman shood get so much and an able-bodied man like me nothing and pay 6 dollars and 54 cents for board? But its part and parise of the hole sistem. the women, the teecher's Institutes and the normal schools is crowding teechers like me out of the business.

Hooping you see this in the Salm light i do, I remane,
indignightly youres,

JOTHAM SNALE

PODUNK, Nov. 5, 1872.

p. s.—I diddgent get a Sertifflkit.—
Am. *Rural Home*.

THE NATIONAL LIBRARY AND HOW IT GROWS.

Major Ben Perley Poore writes in the new number of *Harpers' Magazine*, a fresh and interesting story of the Congressional Library at Washington. He says:

"A rigid enforcement of that provision of the copyright law which makes it obligatory to deposit in the library a copy of every work "entered according to act of Congress," secures a complete collection of American publications, which could not be otherwise obtained. These copyright books are of increasing importance extent and value, and will constitute a curious record of the growth and style of our national literature. There is, of course, a complete collection of all the varied publications of the Federal Government, and by law fifty additional copies of each work are printed for the Library of Congress, to be used in a well-regulated system of international exchanges, which brings in return the valuable public documents of other nations. Liberal appropriations are annually made by Congress for the purchase of books and newspapers, while the large amount of binding required is executed at the Government Printing-Office, without taxing the funds of the library. The annual appropriations—after provision has been made for the foreign and domestic serials, and for the most important issues of the press abroad,

in jurisprudence, political economy, history, and allied topics—are distributed in the purchase of books in all departments of literature and science, no general topic being neglected, although as yet none can be assumed as being complete. To that end auction lists and trade catalogues are assiduously read and profited by, and especial attention is paid to the collections of dealers in second-hand books—those purveyors for good libraries.

The Library of Congress is thus beginning to assume national proportions, and is rapidly gaining on the government libraries at Paris and at London, while it is made more practically useful than any other great library in the world by the annual issue of a printed catalogue of its accessions. With this catalog—arranged alphabetically by authors, and again by subjects—it is an easy task for the frequenters of the library to obtain books on any subject desired, especially when they can obtain the further aid of the accomplished librarian and his willing assistants. The practical result is shown by the register of books taken from the library by those enjoying that privilege. Fifteen years ago not more than three out of five Congressmen used the library; now nine out of every ten take out books, some having over a hundred volumes during a session."

LEND US AN URCHIN OR TWO.

Mr. Beecher cannot endure a home without children—at least we should think so from the following—and any affectionate heart will agree with him:

"Children grow up; nothing on earth grows so fast as children. It was but yesterday, and that lad was playing with tops, a buoyant boy. He is a man, and gone now. There is no more childhood for him, or for us. Life has claimed him. When a beginning is made, it is like raveling a stocking—stitch by stitch gives way till it has all gone. The house has not a child in it; there is no more noise in the hall, boys rushing pell-mell; it is very orderly now. There are no skates, sleds, balls or strings left scattered about. Things are quiet enough now. There is no delay for sleepy folks; there is no long-

er any task before you lie down of looking after anybody, or tucking up the bedclothes. There are no disputes to settle, nobody to get off to school, no complaints, no importunities for impossible things, no rips to mend, no fingers to tie up, no faces to be washed, or collars to be arranged. There was never such a peace in the house! It would sound like music to have some feet clatter down the front stairs! O, for some children's noise. What used to ail us that we were hushing their loud laugh, check-

ing their noisy frolic, and reproving their slamming and banging the doors? We wish our neighbors would only lend us an urchin or two, to make a little noise in these premises."

I should like never to speak a single sentence, nor to write one, whether as regards the physical handwriting or the composition, which was not perfectly intelligible, as far as language is concerned, to the most ordinary reader.

Arthur Helps.

EDITORIAL DEPARTMENT.

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TOPICS OF THE MONTH.

We see it stated, as we go to press, that Hon. Newton Bateman, of Illinois, will advocate compulsory education in his forthcoming report. Mr. Bateman has been quite widely quoted, in years past, as a man eminently sound in his views respecting education. We may, therefore, expect, that he will lead some others to join the ranks of those educational reformers who, to-day, regard legal enactments compelling the education of American youth, most desirable and altogether justifiable.

We "interviewed" a friend the other day upon this subject. He put the argument in favor of compulsion nearly into this concise form. "I believe," said he, "that compulsory education is right in principle, but that, as a policy, it is not practicable at present. I think, that if the State has the right to tax me to provide educational privileges for my neighbor's children, I have the right to de-

mand, that my neighbor's children shall be sent to school."

We do not know that the strong argument as to the right of a State to enact a compulsory law, can be stated much more tersely or forcibly. But there are practical difficulties. We think the discussion of this subject, with these unconsidered is very imperfect and unsatisfactory. We will illustrate. The city of —— has twelve thousand children of the legal school age. The public school accommodations are sufficient for five thousand, and the actual attendance, as per annual report, is about five thousand five hundred. The number of children in private schools is one thousand five hundred. Thus the school attendance of —— is seven thousand. The State enacts a compulsory law, and, in a proper way, the city is canvassed, and it is found that three thousand of the non-attendants ought to be in school. Now a part of these, although for some reasons, deemed good by themselves,

opposed to the free school system, are yet unable to pay for private school instruction, and they claim education in the public school establishment. A large increase of expenditures for public schools is immediately required.

Now, the power of government in the United States, is with the people. Rulers rule by virtue of the people's will. Law is law only when it can be, and is, enforced. The people are above courts and above State or National legislatures. What they are, reveals more really what is law, than do the statute books. Educated and morally sound, they will appreciate and demand and patronize schools; and if the reverse be true, under our government, the mere form of legal enactment leaves them as it finds them.

To return to the city of _____. It tries the enforcing of the compulsory law. A great political upheaval is the result, and under the cry of "Down with anti-American legislation, and down with the reformers who, under the pretext of education, impose burdens upon the poor," there are wasted into the State legislature from _____ and from other cities and towns, opponents of the "new education." And so compulsory education becomes a political issue, and all educational questions are viewed from a political stand-point.

We have not space nor the heart to elaborate this point. It is one of those practical points which we think the friends of education may do well to consider.

A Query. Has the city of _____ the right to compel education unless it can and does furnish in its public schools such educational advantages as would be reasonably satisfactory to competent and fair-minded judges? Query two. If it has not, then were

it not well to pause before entering upon law-making, to see whence are to come competent teachers and school officers?

Undoubtedly the agitation now going on will do good. And if we are obliged to confess that we don't know exactly how it will do good, we trust our readers will not blame us. We are not fully persuaded in our own mind. We repeat, there are practical difficulties. We are not inclined to believe that legislation can accomplish everything. We have thought so with respect to compulsory legislation in relation to temperance, and the best prohibition is now coming to be considered that which bases itself upon the principle in common law, that a man is responsible for the evil effects resulting from his acts.

Educate, that you may create a sentiment favorable to education. We know this to be sound. We are open to conviction. Don't fail to read Mr. Burt's article on "Unschooled Children."

THE friends of education at home and abroad will find, in the extracts from the Governor's Message given upon preceding pages, such a concise and general view of the present condition of education in the State of Minnesota as they will esteem valuable, and will like to preserve for future reference.

AN article on "Music, and the Public Schools," by Prof. S. H. Dyer, was delayed in the preparation on account of the author's illness, until too late for insertion this month. It will appear in our next, as will also a third article by Miss Thomas.

THE question, what is the province of the educational journal, seems not to be very clearly defined. This is

certified as being true by the great diversity which obtains in the conduct of periodicals nominally devoted to the interests of education. College papers and magazines of science, as the *Courant*, (Yale), the *American Naturalist*, (Salem), and the *Popular Science Monthly*, (New York), have a pretty well-defined field of effort, and consequently, are sharply characterized. But what is an educational journal, or what should it be? To answer this question as a living force, is, and will be, the aim of the MINNESOTA TEACHER. We desire, however, here and now to present a few thoughts upon the general subject.

In the first place, it will be very generally agreed, we presume, that the educational journal should be thoroughly practical. That is the universal demand. No one ever offers the editor any advice, who does not enjoin upon him, over and over again, that he should, if possible, make his paper more practical. "We want something," say they without exception, "which will be practically suggestive and instructive to our teachers. Deliver us, we pray you, from long essays upon the subjects in which our teachers have not an especial interest. They do not care to have inflicted upon them, lengthy dissertations discussing whether or not the best interests of education would be promoted by compelling education, whether or not corporal punishment is promotive of the best state of feeling and of order in the school room, whether the general aim in school work should be chiefly to inform or to discipline. These things may be, and undoubtedly are important as matters of general educational discussion; but our teachers are utterly unprepared to have an intelligent interest in them. They are not likely to have much voice in deciding

these questions, and they do not wish to read articles which discuss them. What they want and what you should give them, we repeat, is that which is practical, just what they can use in the school and class room."

Now, we like these sentiments. We like advice. We need it, and always desire that we may make good use of it. We like to hear from our patrons. They reflect, with more or less of accuracy, the real educational condition and state of feeling of the localities where they reside. We need to know these things, and knowing them enables us, in some measure, to minister to the people's highest good. Of course, one who gives thought and effort to any sort of business, who reads what others have thought and written concerning it, and observes how they have done the work which he is attempting, will come, at last, to have certain principles controlling his action. These principles may not be the broadest and the best. They may not comprehend within their scope all that they should. But they are such as have been accepted by him and guide him, and they ought (on reasonable supposition) to be better than would come from accepting the pet idea of what is or what is not practical and useful entertained by any or almost any of his patrons.

And this general fact has its applications to educational journalism. The question comes to be,—for the editor agrees with his patrons,—what is practical. If we are to allow as practical, that only which will teach the common school teachers of the rural districts how to do their school-room work, or that which will inform them what salaries are paid here and there, or what new school books have been published, or "who has gone where," then we may as well make them into machines, and consign

them to the slavery of a treadmill work, never admitting that they have any capacity to look beyond their present little round, and that they should have placed before them the best thoughts that are moving the best minds of those who are leading the forces to which they belong.

The principles of education are few. To state them tersely and pointedly would not require much space. But the applications of those principles give rise to educational theories and plans, which lead to discussions most interesting and profitable. Now, if teachers and school officers are not interested, aroused, quickened by those discussions, it is of but little use to provide educational journals for them. Educators will write, as far as they can, that which is the live thought of the day, respecting their work. Every teacher needs to know what this thought is. And if one has no care to be informed, and to hear the arguments for and against the progressive movements, then he has fallen into a low condition of professional life, and, to use Shakespeare's words, is "in a parlous state."

The monthly reading of a good educational periodical is itself educational, and no common school teacher will fail to be benefited by doing it. Not in a day, a term or a year will the fruitage come. But it will come, and the good will be wide-spread.

If the ideal public school journal has as yet made its appearance it has not, *ourselves* being judge, been mailed to our address. From some very capable editions of weekly family (and religious) newspapers, we have been lately advised as to what such a journal should be, and our hearts swell with ~~becoming~~ thankfulness, as we allude to their gratuitously bestowed courtesy. We are sorry that we can

not repay them in kind. We don't feel competent.

But what do they say? They tell us, in the first place, that there is not enough of that sort of record made as to how difficult cases have been diagnosed and successfully handled. That teachers, competent to speak from experience, do not put experiences on record, so that plans and methods may be compared, and, finally, a system of pedagogical jurisprudence be established. We think this charge is well grounded, and that there ought to be, in the educational journal, more telling how things are really done by those who have them to do, the teachers, as well as how the duties of general supervision are performed by those who have them to perform, the superintendents. More that is practical in the sense that it has been successfully practiced, is what we want. Let us try to have it in *THE TEACHER* for 1873.

MISCELLANEOUS TOPICS.

In Kalamazoo, Mich., the question whether a board of education may, under the common school law, levy a tax to support a high school, is to be decided by an appeal to the supreme court of the State. — In Ohio a difference of opinion has existed as to whether a knowledge of Greek should be demanded conditional to entrance to the colleges. It seems likely from recent action on the part of some of the colleges of that State, that this knowledge will not be required, and that thus the colleges will be brought into closer relations with the high schools. — In an article contributed to the *New York Observer*, Dr. McCosh, of Princeton College, argues very forcibly against the abandonment of compulsory attendance upon

college recitations, basing his argument upon a rumor which was current, that Harvard had ceased to make attendance obligatory. It turns out, however, that President Elliot had simply brought the subject before the board of overseers, who will undoubtedly decide wisely.—We learn that there is now being raised the sum of \$60,000, to provide each professor at Princeton College with a salary of not less than \$8,000 a year, and a comfortable house.—Miss Martha Hale, of Boston, has given \$3,000 to the Phillips Academy, Exeter, N. H., to found a scholarship in the name of her father the late Samuel Hale.—The expenditures from the public treasury of the State of New York during the last fiscal year for the support of schools, colleges, academies, etc., amounted to \$8,028,585.55.—Gov. Noyes, Ohio, suggests that either Ohio University, Athens, or Miami University, Oxford, or both, be taken by the State as normal schools, of which Ohio, as yet, possesses none as a part of the State system.—The schools of New Jersey, says Gov. Parker, have been kept open the past year an average of 9½ months. Of 879,149 children of school age, 178,826 were enrolled in public, and 35,000 in private schools. The Normal school at Trenton is in a flourishing condition. Value of school property in the State \$500,000; expenditures for public school purposes last year \$2,263,070.30.—Gov. Perham, Maine, warmly commends the educational interests of the State to the attention of the legislature. One young lady has availed herself of the privileges of the State college at Orono.

Under date, Dec. 13, 1872, the London correspondent of the *Nation*, gives some interesting facts concerning matters at Oxford and Rugby. It seems that the nomination of Dean

Stanley, as University preacher, was by no means without opposition. Considerable excitement preceded it. The final result is regarded as a triumph of the liberal cause.—At Rugby a personal matter has been exciting much interest lately. Dr. Temple, the successor of the late Dr. Arnold, became Bishop of Exeter. The trustees made Dr. Hayman his successor. The Rugbians resented Dr. Hayman's appointment, and his subordinates made it disagreeable for him. Personal controversies have arisen, and it is said that Dr. Hayman has been very injudicious in his course, and that, as things now stand, the school is much injured by his continuance at its head.—Returns presented at a meeting of the London school board a few weeks ago, showed that 18,048 children had been placed at school during the quarter then ended, by the use of the compulsory powers. But the English form of government differs from that of the United States, and we cannot safely copy all the acts of the London School Board.—Mr. Mori, Japanese Minister to this government, in a letter to Prof. Whitney, of Yale College, states that, in the opinion of the men of his own country who are best qualified to judge, some copious, expandible European language must be adopted, taught in the schools, and so gradually made the common vernacular, in order that his nation may keep pace with the age. His idea is, to invent a new language, or rather a modification of an old one. He proposes to compile text books teaching what may be termed simplified English. Instead of the commonly received irregular verbals—past tenses and participles—will be substituted regular forms, and all plurals will be made regular. Spelling will be reduced to a purely phonetic basis. It seems to us, that

this, should it be done, will constitute a remarkable epoch in the history of written language. We can not doubt, that the approach of the English language to a strict uniformity of law in all cases corresponding one to another, would be certain, and increasingly rapid. Thus it may be, that Japan will solve for us one of our most vexing and difficult linguistic problems; that, also, the Oriental nations are to have the most perfect language on the face of the earth; and that purified English is to become the universal language.

— We have collected from a variety of sources items which we think will be of interest to our readers, and which we here bring together. We present the following in respect to the education of Hungarian children: "Family life seems as happy with them as in America. The children are even more carefully educated in languages. Something of the Hungarian proficiency in this, is no doubt due to a native talent for language, but clearly much is due to incessant practice and education. The greatest pains are taken to train each child thoroughly in German, French, and often in English. Children are quite as important members of the community here, and as much is made of them, as at home."—The *New York Herald* speaks thus of the evening schools of the metropolis: "That they do more than anything else to turn the children of the poorer classes from bad ways, to save them from a manhood or womanhood of crime and misery, no one can doubt who has ever taken the trouble to make the subject a study. There was a time when it was deemed quite enough to have public schools in every ward, 'open to all' in the daytime. But little heed was given to the fact that, no matter how they might be crowded, there would yet remain thousands of children who could not take advantage of the privilege of going to the schools and obtaining an education free of cost, for the simple reason that during the day they had to toil from 'early morn till dewy eve' for that wherewith to

keep body and soul together. The time came, however, when the Legislature took the matter in hand, and not only little boys and girls, but 'children of a larger growth' besides were given a chance. The scholars are classified according to their progress in study, according to age and the grades in the branches prescribed are made to correspond as near as possible to those of the primary and grammar schools. The classifying of the pupils according to age is admitted on all hands to be very advantageous. It should be born in mind that a great many of the applicants for admission are adults—grown men and women who are 'out at service' during the day, and who would naturally feel embarrassed if put in a class composed of boys ten or twelve years of age to learn how to spell or write. So far as it is possible to be done, these adults are put in one class by themselves, and the experiment is found to work admirably.—Among other good things Dr. Holland said what follows to the Board of Public Instruction, on assuming his official duties: "I need hardly allude to the matter of economical administration. I have been a witness to your carefulness, to your strong desire to do justice to those in your employ, and, at the same time, to save all possible expense to those whose money you distribute. There is one subject, however, which I am sure it will be a relief to you to have me mention in this connection, viz. favoritism—a curse always to any department of public administration. No man has a right to come to you and to me and claim, on the ground of personal friendship, any favors or privileges. The members of the Board of Public Instruction ought not to have any friends. They administer a trust which ought to be above all personal considerations; and no man should win a place or keep a place within the gift of this Board on any consideration but that of eminent fitness for it. I pledge myself to ask no favors for my friends, and I know that you are all more than willing to support me in repelling this variety of approach to the suffrage and patronage of the Board."—And who can find reasonable fault with this, said on the same occasion? "There is still one subject on which I wish to detain you for a

little. The record upon the tables of stone is accepted as authoritative by Jew and Gentile, by Catholic and Protestant alike. Love to God and love to man form the bases of all the religions represented among us. Over these we have no quarrel; and they form the foundation of our morals. Our teachers should be good men good and women: men and women who teach by life, character and precept, the beauty of truth, the righteousness of right, the loneliness of purity and the nobility of goodness. It will be of little avail, that our children are trained in intellect, while their moral nature escapes all cultivation and development. No child is prepared for life, while his conscience is without culture, and no man can become a good citizen without good morals. I may add, too, that no man can inculcate good morals successfully, who does not possess them."

—The following extract from the monthly report of the City Superintendent of schools, St. Paul, made to the Board of Education, Monday evening, Jan. 6th, relates to something which is of general interest to the educators of our State and country :

"I have received from the Bureau of Education at Washington, a circular of information which is of such a nature and so important, that I deem it my duty to call your attention to its import and object. The circular relates to the great International Exposition, which is to be held at Vienna the current year. It is desired abroad as well as by the friends of education in our country, that the educational plans, facilities and ideas of the United States shall be represented. The Europeans wish to have an exposition of our educational system. Of course, as a nation, we have no system. Every State, or nearly every State in our land, has a school system, and every city has a system of its own. There is much of unity; but it is unity with diversity, and there is no way by which the immense work which is being done in the United States, to promote a higher civilization, to cultivate science and art, and to usher in the golden age of enlightenment in this

best of all lands, can be obtained except by reports from States and cities.

In order that the Commissioner might have the views of those most interested in this matter, he addressed a circular letter requesting some of the State and City Superintendents to meet him at Washington, November 18, 1872.

The circular now sent out embodies the views of that assemblage of eminent educators as to what is wise and feasible for the country to do.

The scope of the intended educational exposition is exceedingly broad and comprehensive. Among other things will be forwarded a model schoolhouse, with all furnishings complete. This will be done at the request of the Austrian Government. The space which has been accorded to the United States at the Exposition is, under cover, 300 feet long by 50 feet wide, with an open space adjoining 240 feet long by 150 feet in width. The Board of Education of the City of New York will furnish the model schoolhouse, should the general government fail to make appropriation for the purpose.

Now, without taxing your patience with further details, I desire to say, that it is devolved upon the State and city authorities throughout the United States, each in its sphere, to collect a certain amount and certain kinds of information, in order that the grand total for the country may be presented at Vienna. Probably few of us or of our citizens will be present at the great exposition, but thousands will gather there, and no more important element will enter into the display than that which relates to what underlies all our greatness, our truest and most wide-spread advantages in respect to education.

—In regard to the employment of special teachers in music and elocution, the City Board of Education, St. Paul, voted unanimously at their last meeting, Jan. 6th, that such teachers should be employed; but that they would defer engaging them until the beginning of the next school year.—It appears, that the experiment which the Superintendent, on entering upon his duties, determined

to try, of teaching the art of penmanship in a simple way to the youngest pupils, has been, under the direction of Mr. J. D. Bond, eminently successful. The work of some of these primary departments, as, for illustration, those of Miss T. M. Rice and Miss Sarah Greenleaf, is worthy of the very highest praise.

—The following we copy from the *Advance*: "The efforts at enlightenment of the freedmen have so far amounted to but little. The freedman's bureau, out of its thirteen millions of dollars, expended three and a half millions only for educational purposes. The exhausted Southern states could not do much; while Northern liberality expended about four millions. The total outlay, divided among nearly five millions of people, during a period of ten years, shows an annual outlay of less than a dollar for each teachable youth. Since emancipation, the negro child has had less than a tenth of the advantages enjoyed by the New England child. So low was the starting point, and so meager has been the aid, that no considerable change has taken place. The real result has been a general mental quickening, a thirst for knowledge on the part of the young, and a desire for better things. The stolid contentedness of degradation has been broken up, and strong aspirations have been created. The lowly and often despised labors of negro teachers have saved the country from the disasters that befell the West India islands after emancipation; by reason of neglect to furnish instruction when the ex-slaves were eager for it. There they relapsed into barbarism, commerce decayed, and wide-spread ruin broods over those islands. At the present time, some of the Southern States are providing by taxation for systems of schools. Virginia taking the lead in the good work; and a universal system is only a question of time.

The shortest and only practicable way of reaching the conscience of the negro, of rescuing him and his country from threatening dangers, is in the success of these school-systems;

and, to make them effective and successful there must be well-trained teachers, inspired by noble ideas of right and patriotism, who shall be ready to take their places in the State schools as rapidly as they shall be needed, and through whom the vast political estate, now held by the freedmen, shall no longer be controlled by those who cannot read or write, nor directed by venal men unrestrained by public opinion.

—The average attendance of students at the Normal College, city of New York, for the year ending Dec. 31, 1872, was 874. The Board of Public Instruction of the same city report the following items of probable expense for the current year:

Salaries of Teachers and Janitors Norm'l Col., etc.....	\$71,000
Incidental expense Nor. Col.	
Evening Schools, etc.....	10,000
Normal College specials.....	550
For Normal College Fund.....	54,000

Total..... \$135,551

This shows very commendable interest certainly in the training of public school teachers, and other items in the Board's estimate of expenditures for all purposes swell the amount to a grand total of \$3,100,000.

—Mr. W. C. Sawyer, whom we introduced to the friends of education in Minnesota, in the last issue of the *TEACHER*, has been employed by the regents of our State University as an instructor in that institution. We are glad of such an accession to the educational forces of our young State.

—The State Normal School at Mankato, has, in its teachers' training department, a larger attendance than at any previous time in the history of that institution.

—Miss Julia M. Thomas, is having very good success in awakening an interest in the subject of elocution in St. Paul. She has a goodly number of private pupils, besides several

classes. It is greatly to the credit of the public school teachers, that to the number of twenty or more, they have placed themselves under Miss Thomas' training notwithstanding it must be done, for the present, at their own personal expense.

—We present the following interesting intelligence from the county of Douglas. This comparative statement has been prepared with much care by Smith Bloomfield, Esq., County Superintendent, who is one of the most efficient and well informed school officers in the State:

	1871.	1872.
Persons between 5 and 21 years of age.....	1,362	1,261
Increase.....	.....	691
Persons attending school.....	649	694
Whole number of sch'l houses.....	21	32
Increase.....	.....	11
Whole number of school terms.....	27	45
Increase.....	.....	18
Value of school houses.....	\$6,905	\$9,121
Increase.....	.....	2,915
Value of school houses built..	680	2,560
Money received by districts..	5,402	7,110
Increase.....	.....	1,707
Money expended for teachers' wages.....	3,495	3,847
Increase.....	.....	1,358
Money expended for b'd'g and furnishing school houses, etc.....	2,154	2,983
Increase.....	.....	829
Money in hands of dist. treasurers.....	606	1,800
Increase.....	.....	610
School houses burned.....	2	.....
Teachers licensed.....	42	.....

In addition to this, it should be said to the credit of this county, that a graded school has been established at Alexandria, and a State teachers' institute held at the same place with marked advantage to those who attended. More school houses were built in this county than in any other of the State, and in respect to increase in number of scholars, it stood the last year only second.

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BOOK NOTICES.

To teach spelling satisfactorily in accordance with the best ideas of these days, one must make use of the phonetic, the oral, and the written methods. The spelling class in the primary school should spell by all these methods, giving special prominence to the

first. It is an opportunity to cultivate clear enunciation which is too good to be lost. Then the ordinary oral method affords an opportunity to introduce the same thing in another way, and gives interest by variety. But from first to last there should be written spelling. The idea of grouping words in accordance with some law of mental association, which forms a peculiar feature of SWINTON'S WORD BOOK, published by IIVISON, BLAKEMAN, TAYLOR & Co., New York and Chicago, is one worthy of hearty commendation, and the plan of having some of the lessons printed in italics and the direction given that they are intended to be written, is one which will be helpful to teachers who might otherwise neglect duty in this direction. The WORD ANALYSIS, by the same author, has already been extensively introduced, and we think these two works are the most meritorious which MR. SWINTON has yet produced for school-room use. The publishers have done their part admirably in the issuing of these books, and we cordially recommend them to the favorable consideration of those wishing to introduce text books in spelling and etymology.

We have never seen a book so well adapted to the wants of the school room for systematic instruction and drill in the matter of teaching to read music at sight as is THE ELEMENTARY MUSIC READER, by B. JEPSON, Instructor of Music in New Haven Public Schools, published by A. S. BARNES & Co., New York and Chicago. We are not a musical critic, and yet we have endeavored to have vocal music taught in schools with which we have been connected, and we have found much difficulty resulting from a want unsupplied by the makers of text-books for this purpose. The gradual manner in which the subject is unfolded, the easy and natural steps for the pupil, with numerous, varied and interesting exercises for drill, and the very good selection of songs for rote singing, together with many other features giving evidence of the hand of a master in music, who has met the difficulties of a music teacher and surmounted them, make us very glad to be able to commend this treatise. This book is forwarded by mail, post paid, at the low price of 75 cts.

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" Weekly,	4.00	4.50
" Bazar,	4.00	4.50
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PREMIUM LIST.

For two new subscribers at \$1.50 each, we will give a copy of Webster's Pocket Dictionary, (plain covers). For three at \$1.50 each, Webster's Pocket Dictionary, (gilt tuck). For five at \$1.50, we will send Lippincott's Illustrated Magazine one year. For eight at \$1.50, we will send Webster's National Pictorial Dictionary, or Lippincott's Pronouncing Gazetteer of the World. For ten at \$1.50, we will send Worcester's Quarto Dictionary. For twelve at \$1.50 we will send Webster's Unabridged Dictionary.

MARK THE FOLLOWING.

It should be borne in mind that in order that a person may enter upon our PREMIUM LIST, it is not necessary that his name should be sent as subscribers to the TEACHER alone. One may avail himself of our clubbing rates with *other* periodicals, and at the same time be working up a pecuniary interest in our premium offers. It is only from the club rates of the TEACHER *apart* from other publications that those who wish an interest in the premiums are debarred.

A correspondent of the *Massachusetts Teacher*, probably as able an educational periodical as is published in this country, uses the following language:

"The fact is, it is not generally known that it pays to be alive in our profession. And many poor souls think they can afford to everlastinglly tread in the old rut of conservatism, whose darkness no ray of light ever penetrates.

I think it would pay (certainly the subscriber) to arrange with the publishers of some work for teachers, —say "Wickersham's Methods of Instruction," "Root's School Amusements," or even "Orcutt's Teacher's Manual," to furnish new subscribers these works for half price or free. Also, have a liberal club-list with leading journals. Our teachers should be made to see they need to read more; that they cannot afford to be without the leading educational works.

I think the Minnesota teachers are doing a wise thing to increase the circulation of their organ,—offering Worcester's and Webster's Dictionaries to the largest clubs."

—The special attention of our readers is called to the new advertisement of Harper & Brothers. Their educational publications are exceptionally good.

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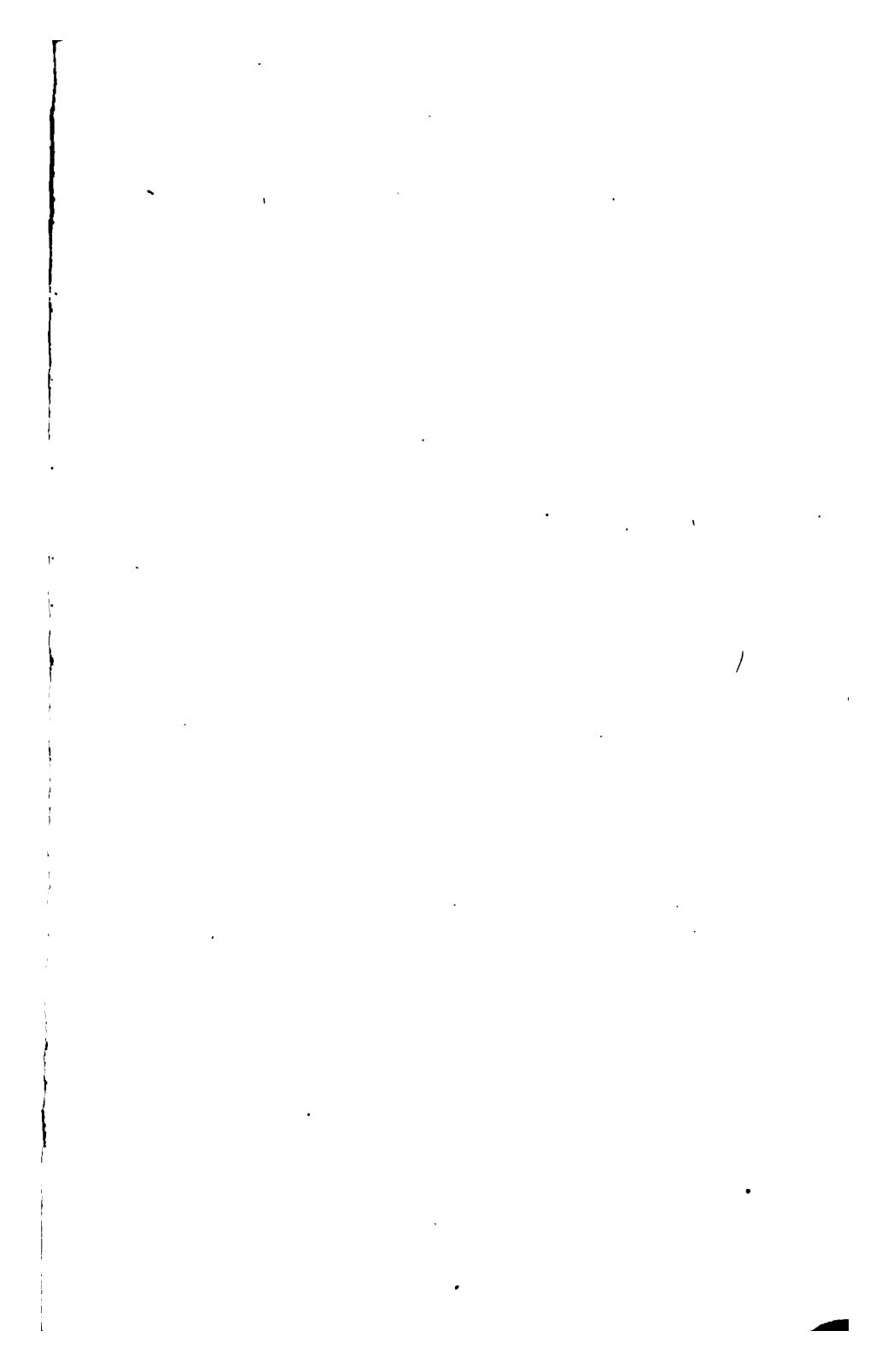
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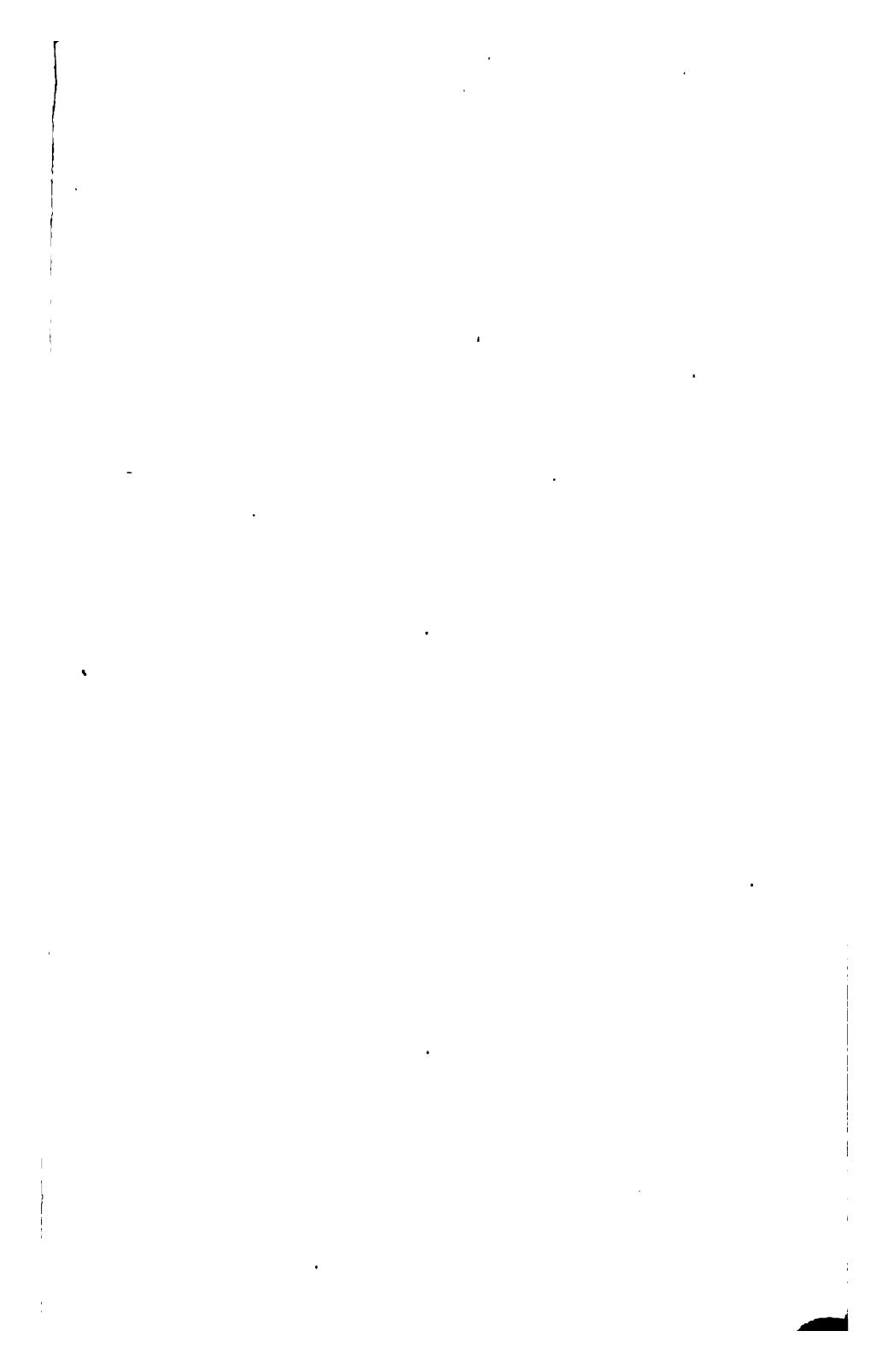
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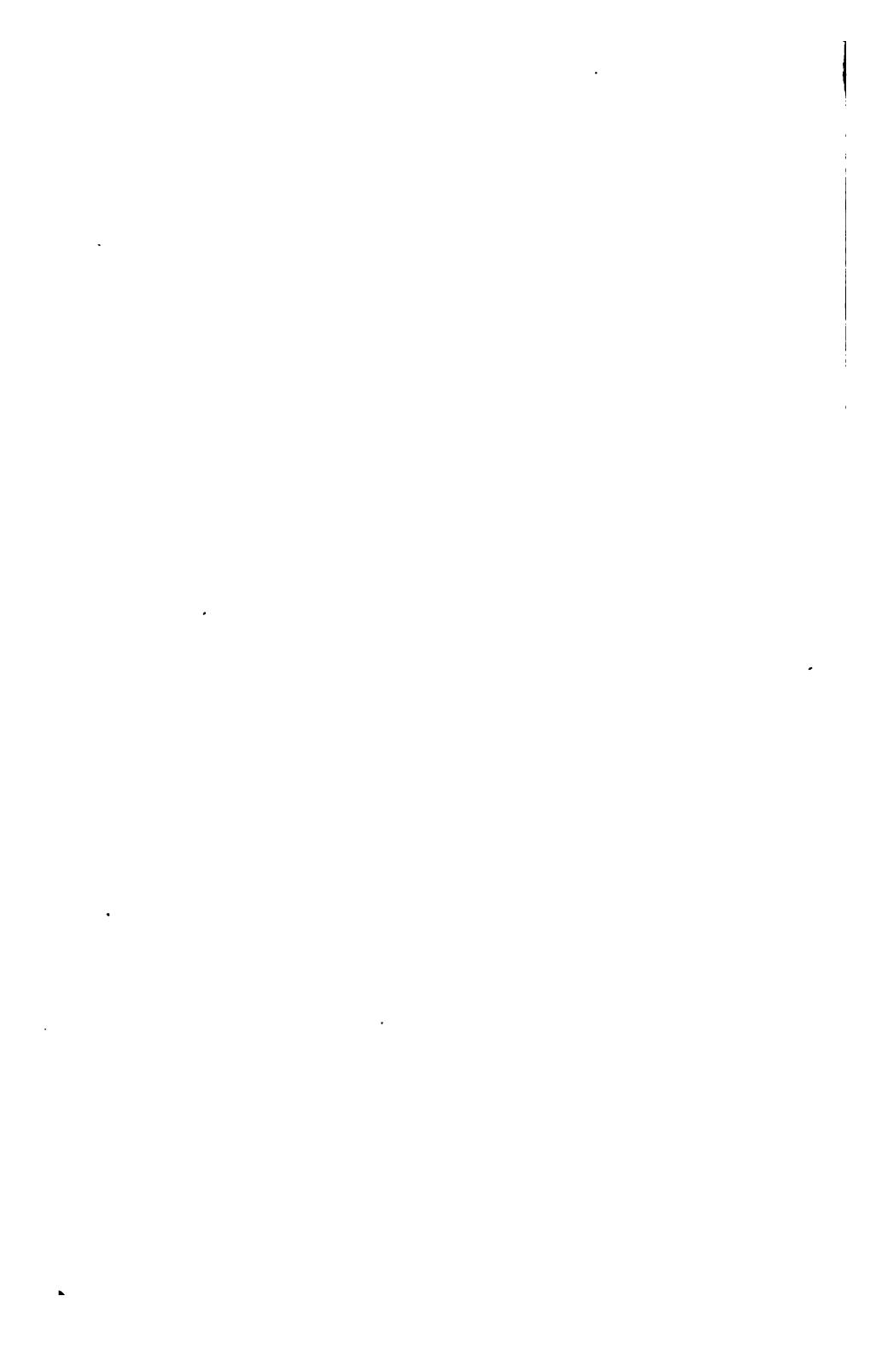
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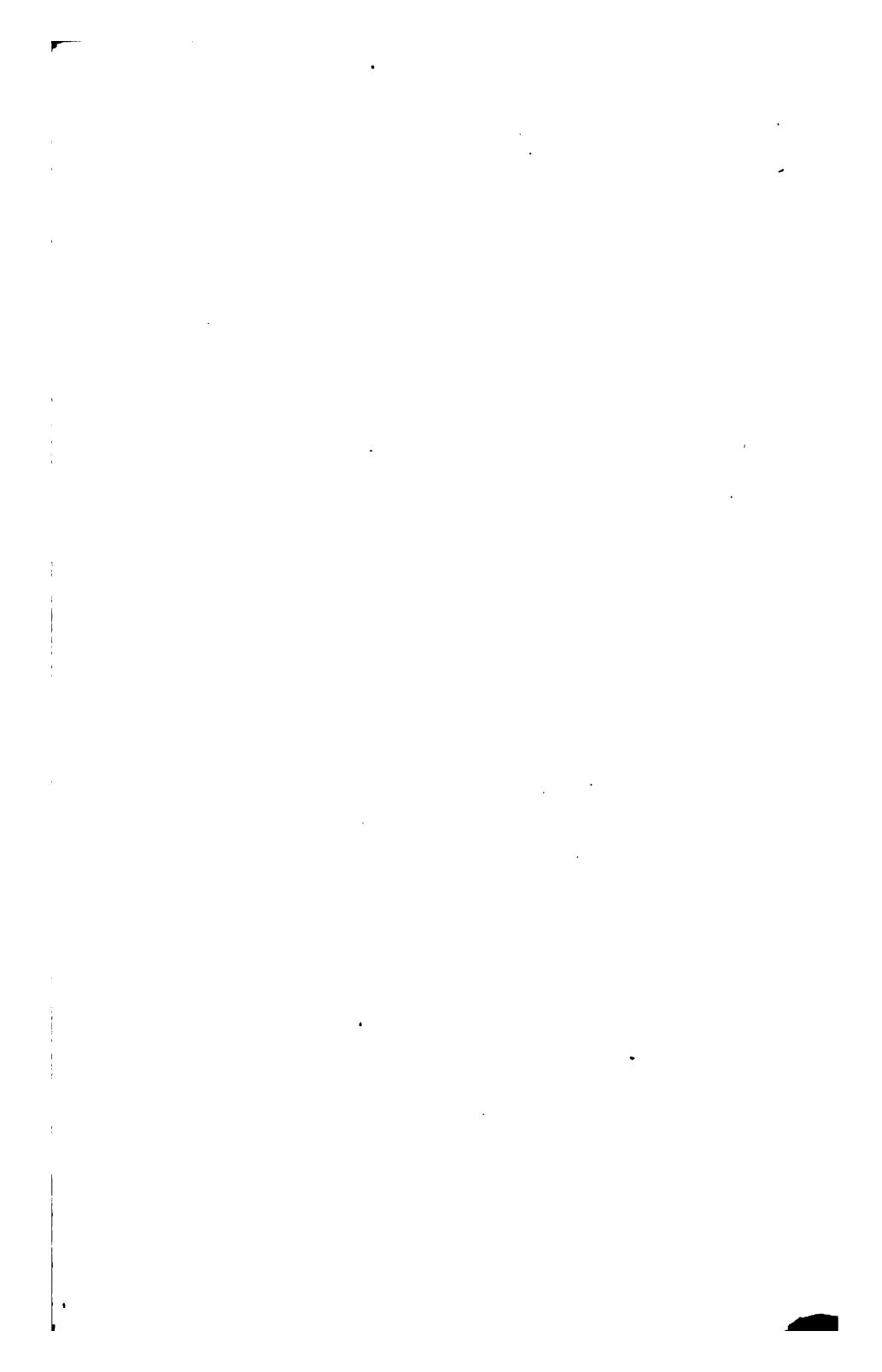


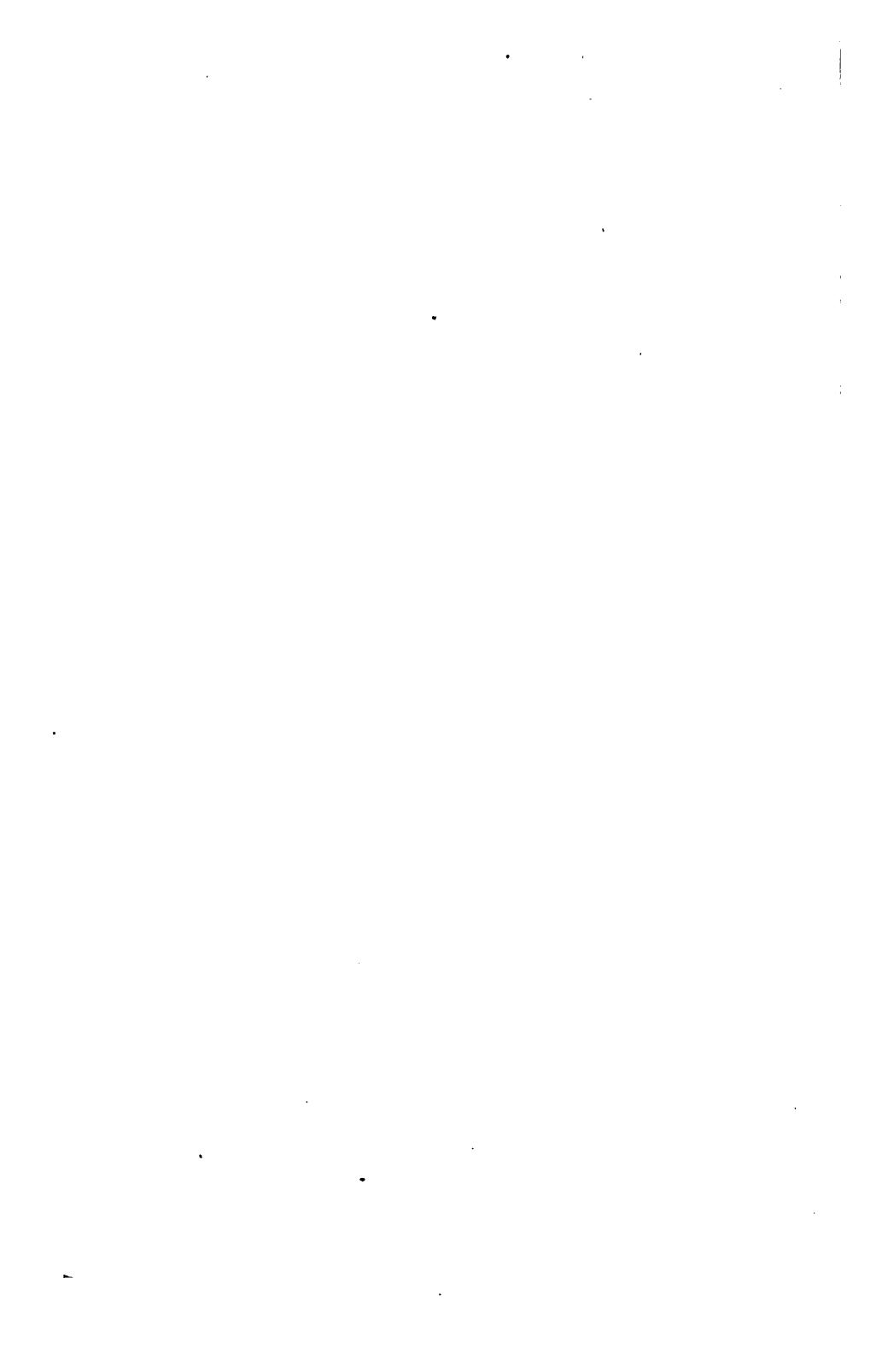


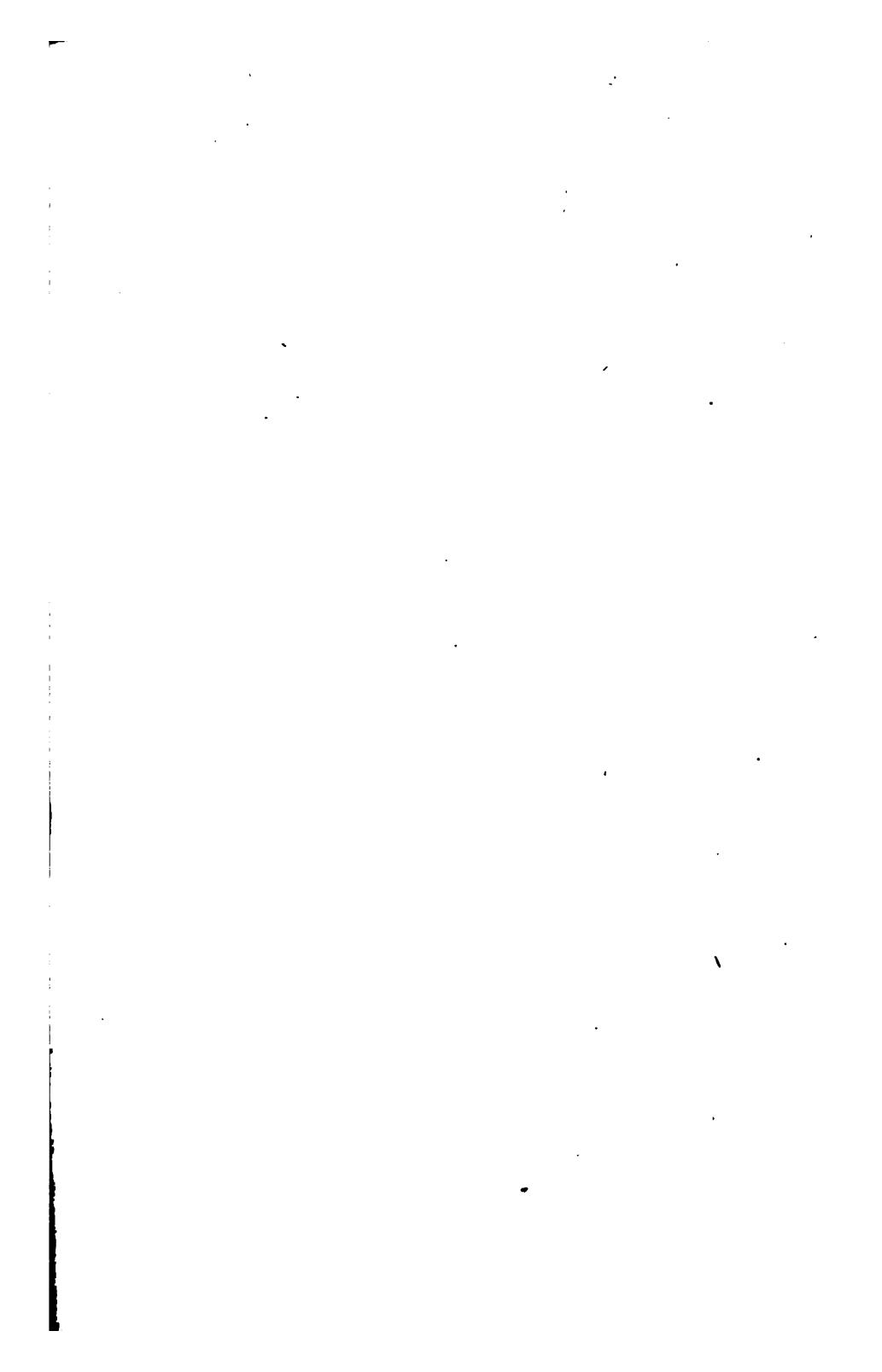






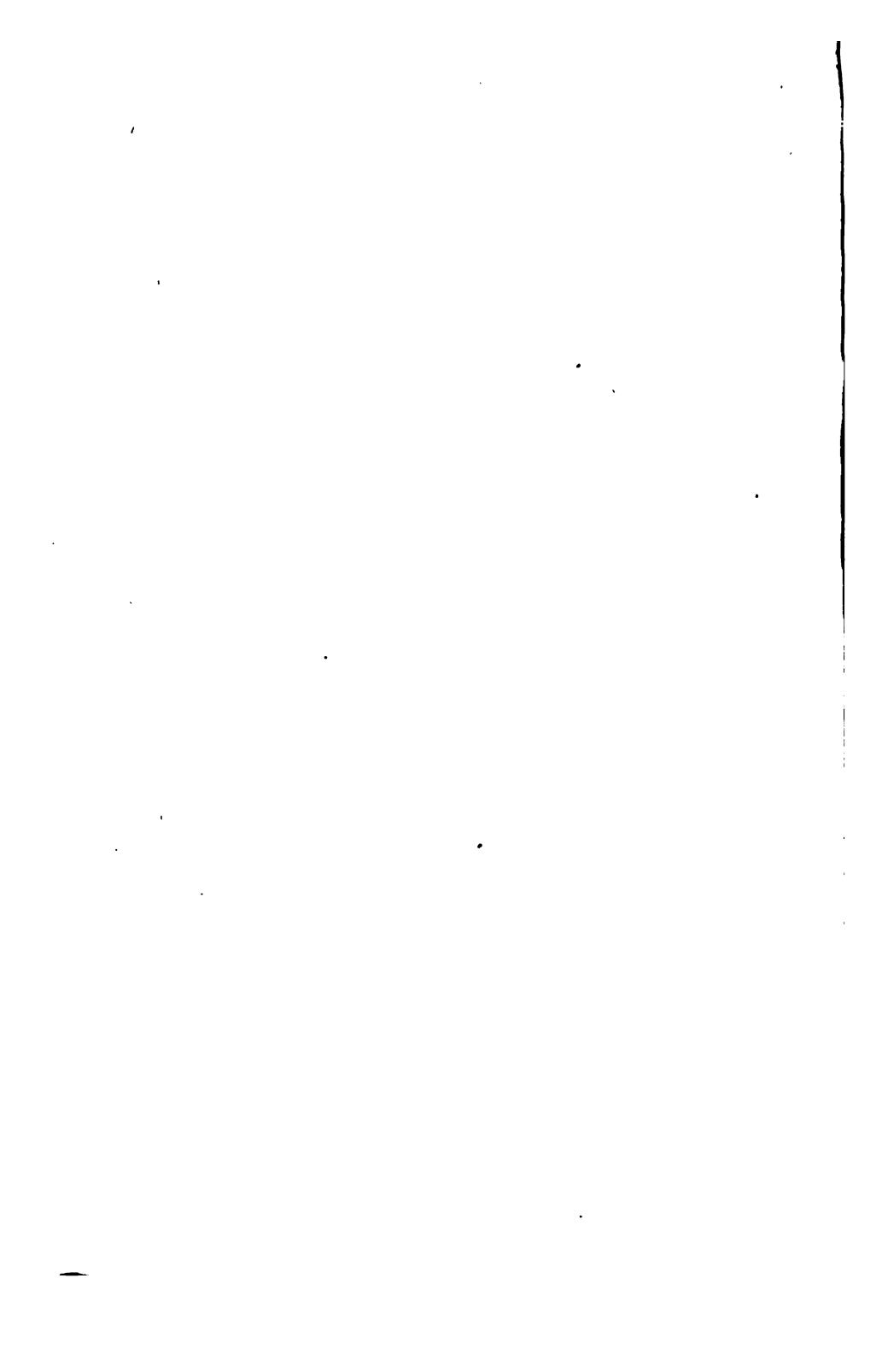




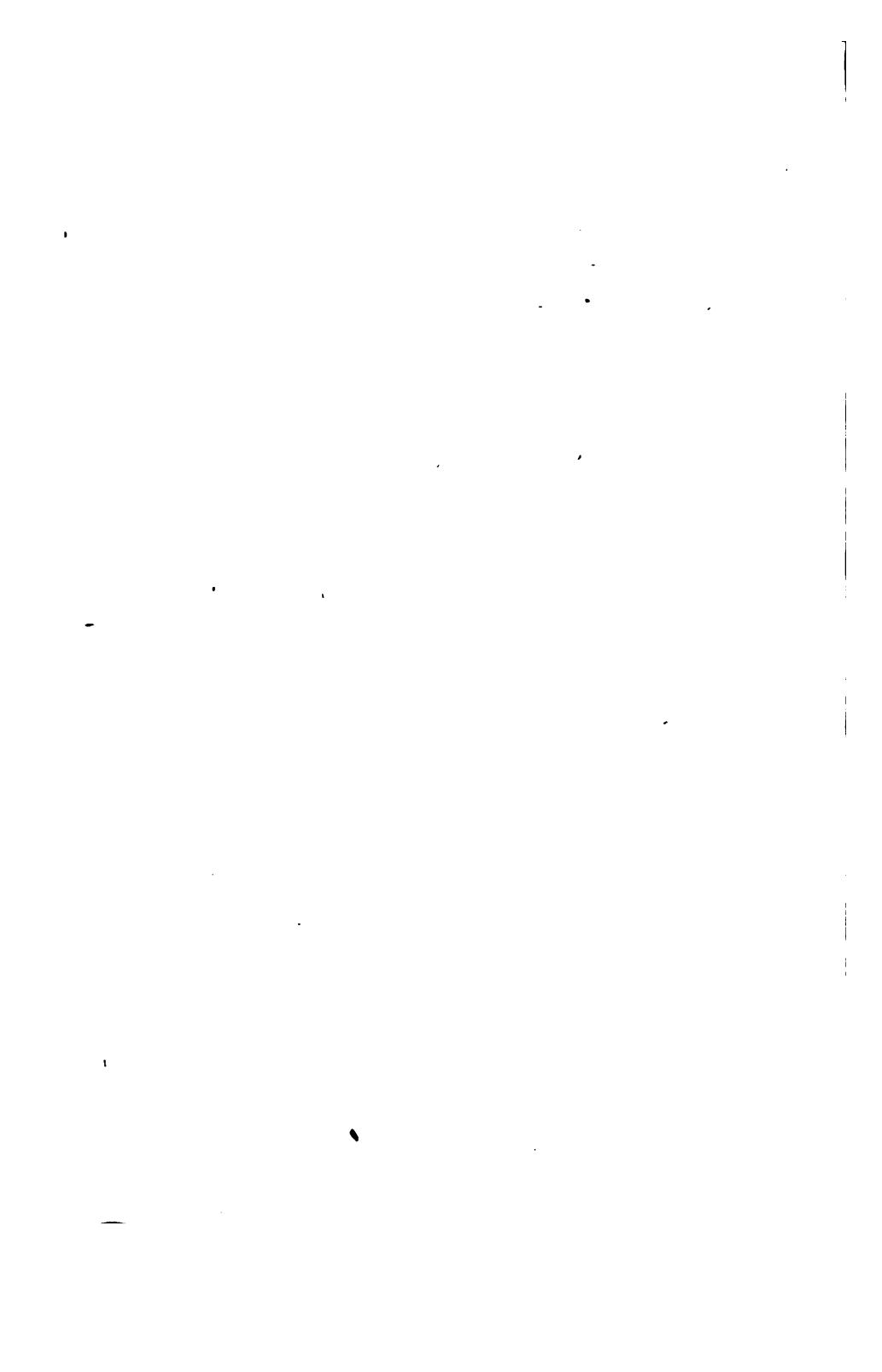


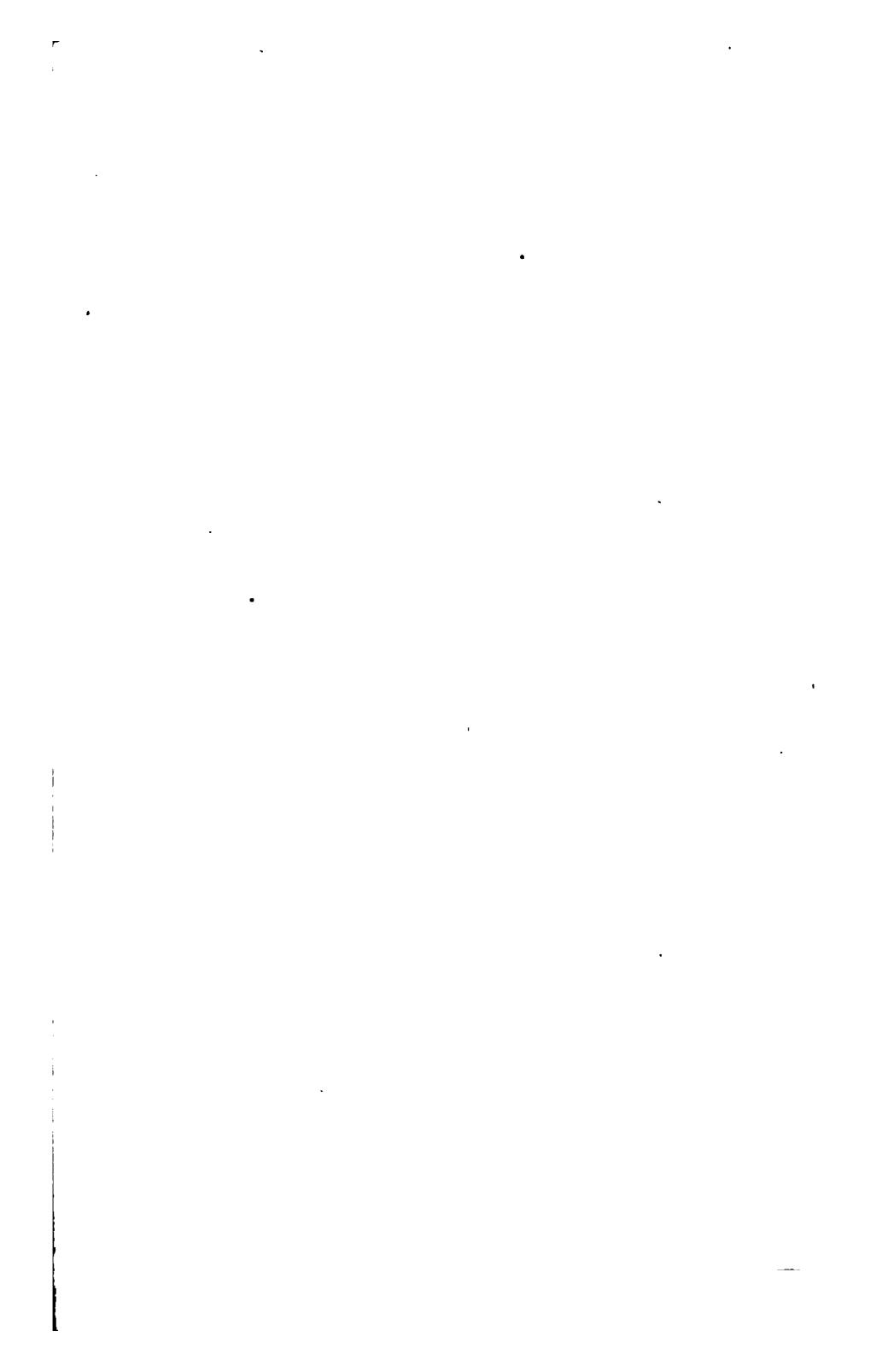


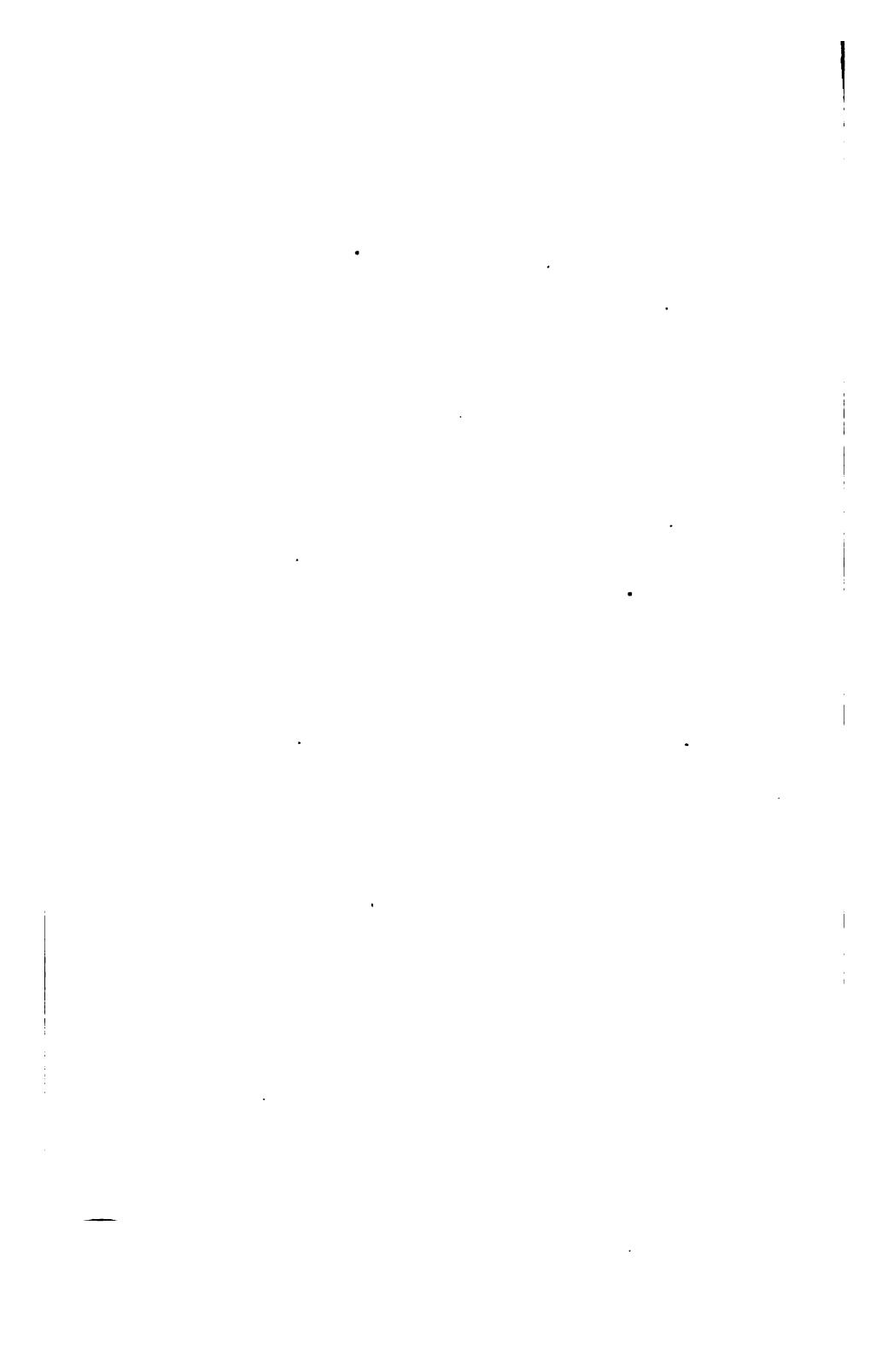


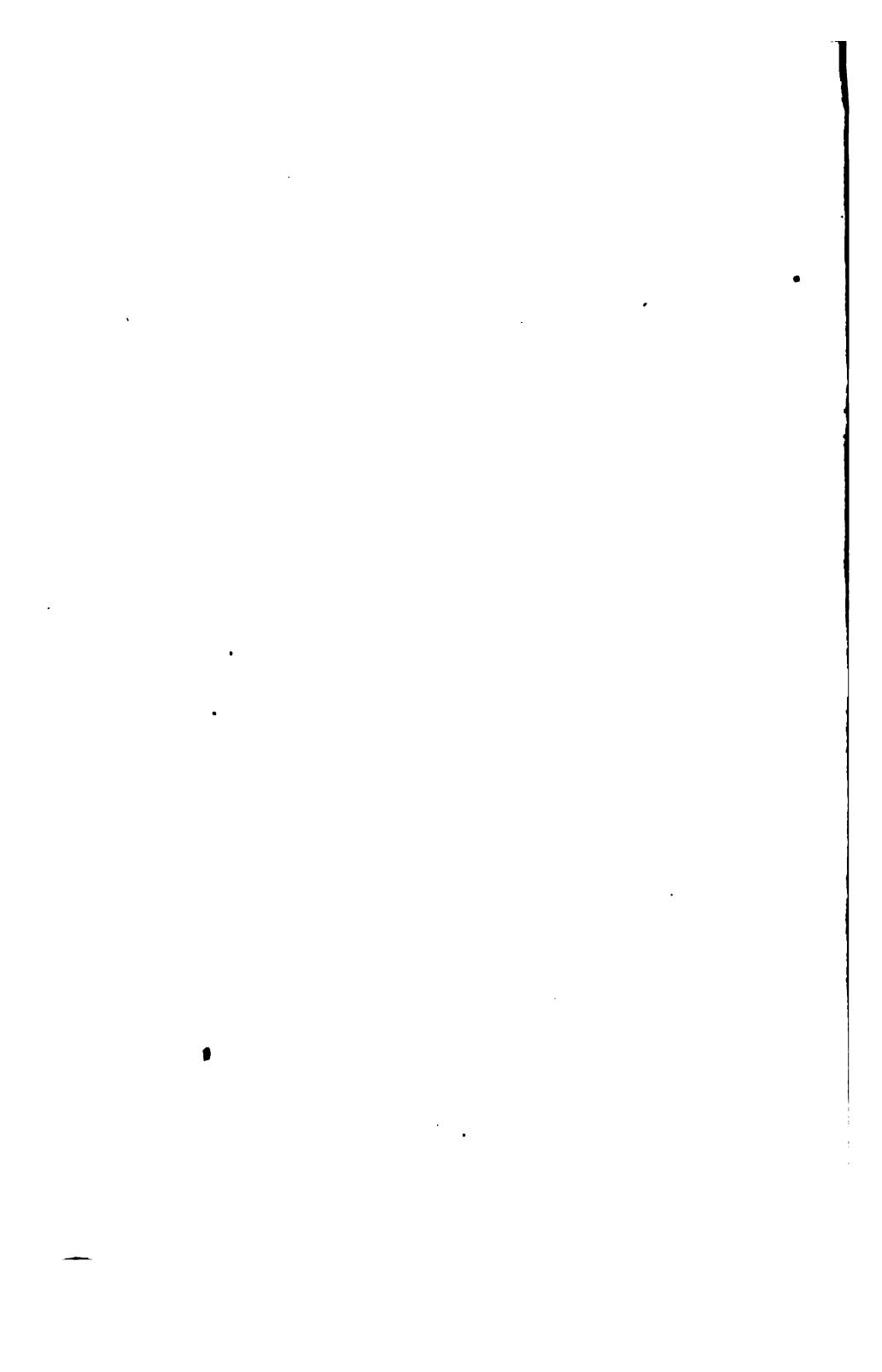


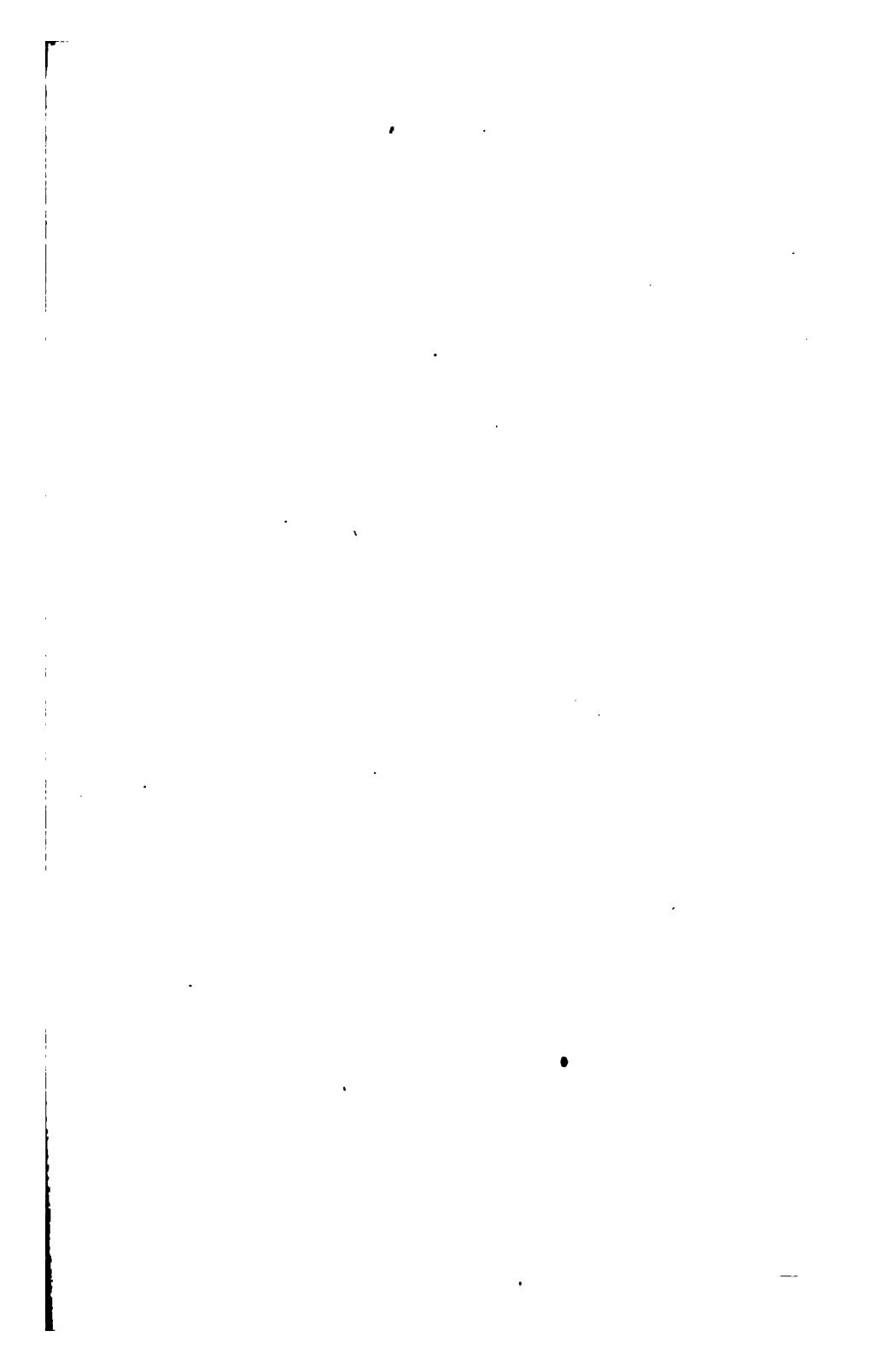


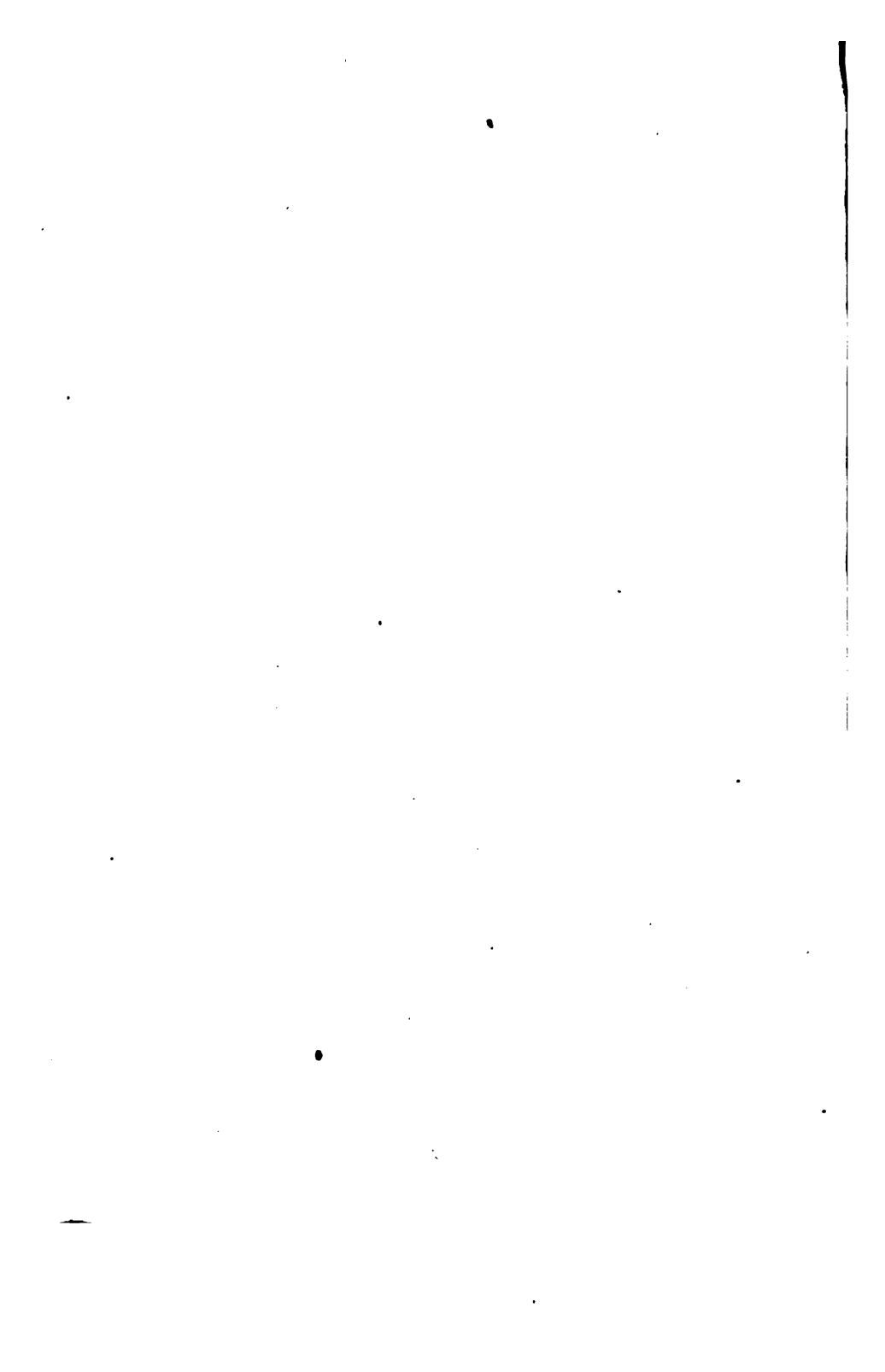


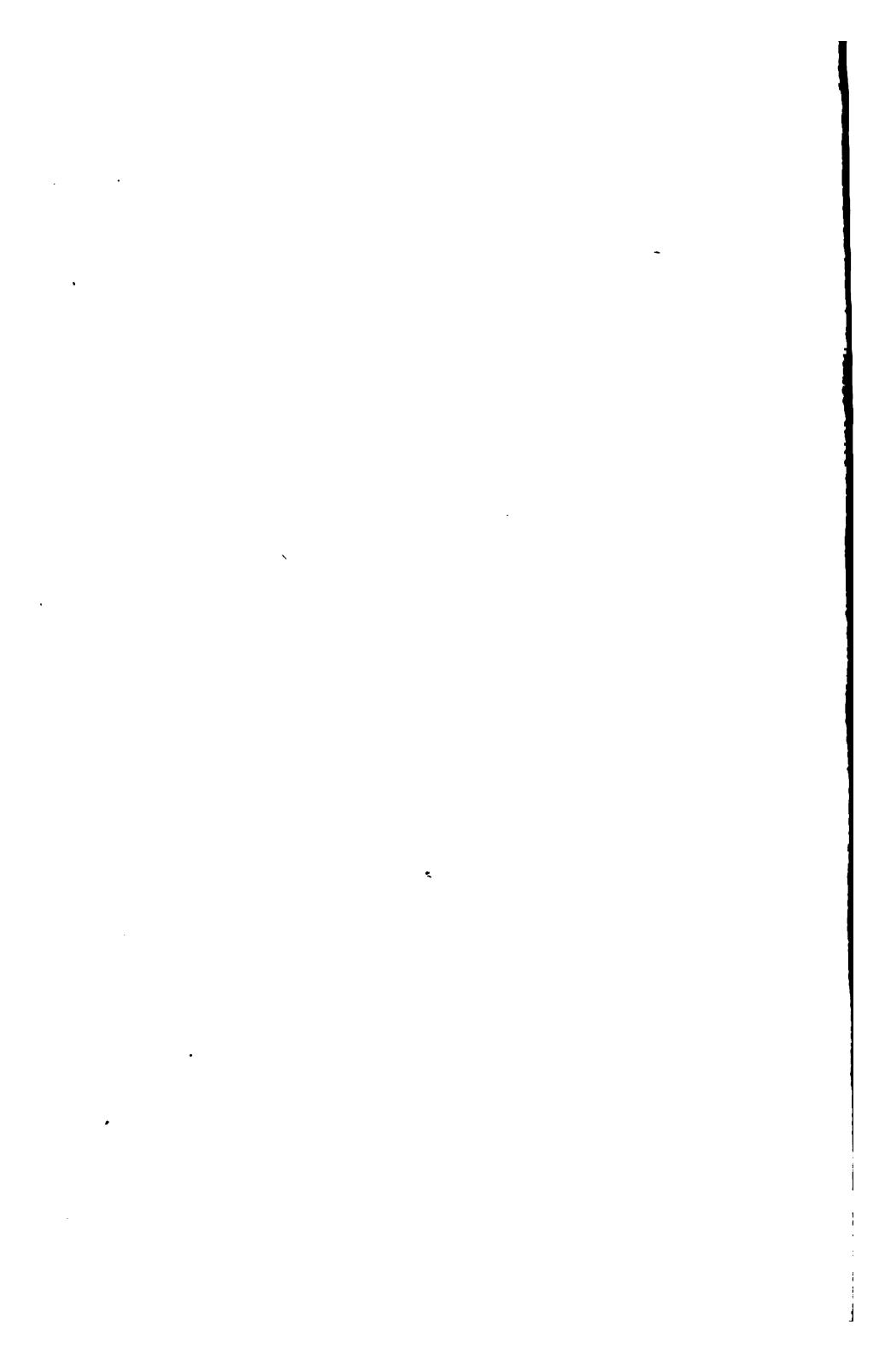


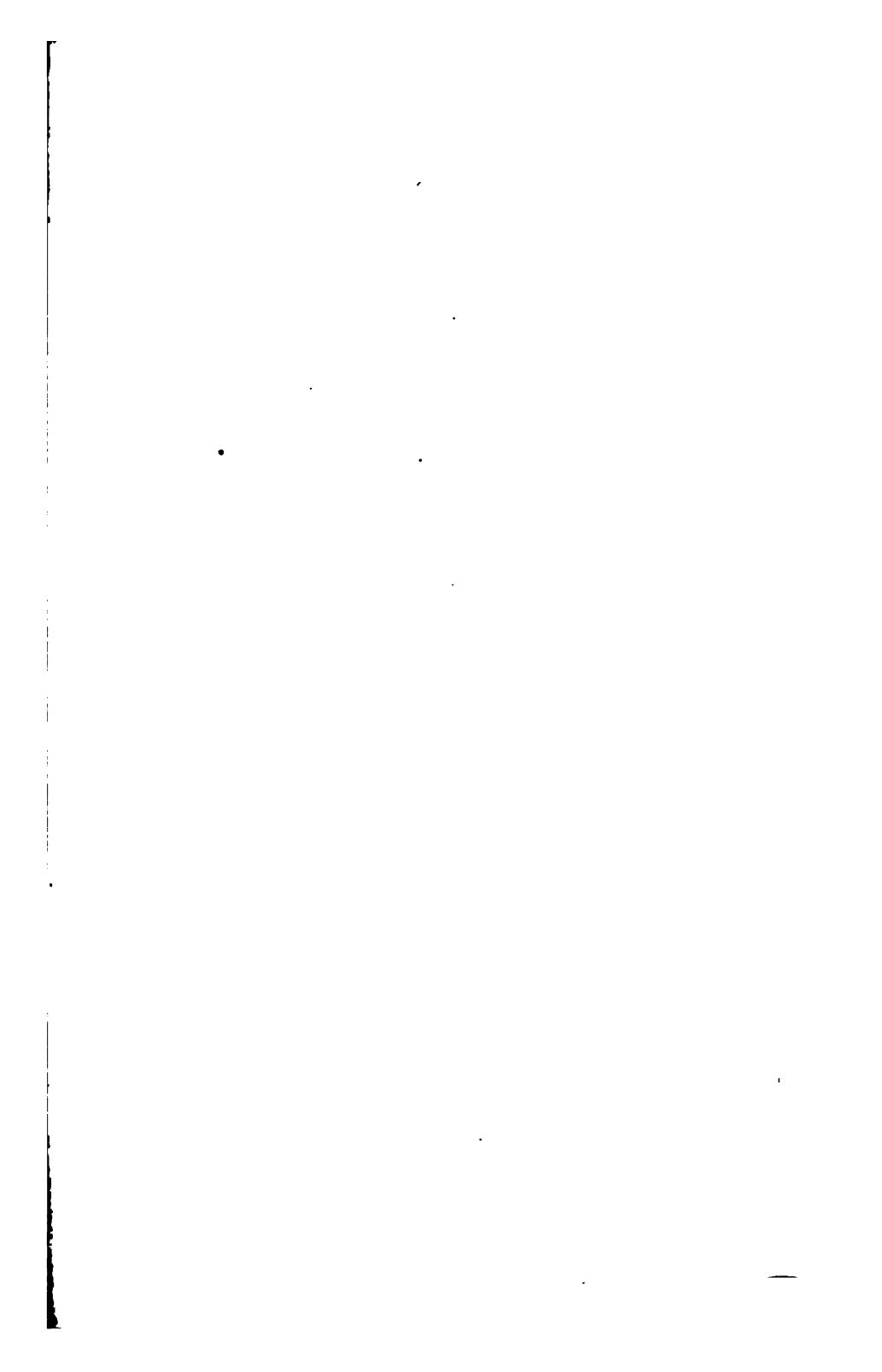


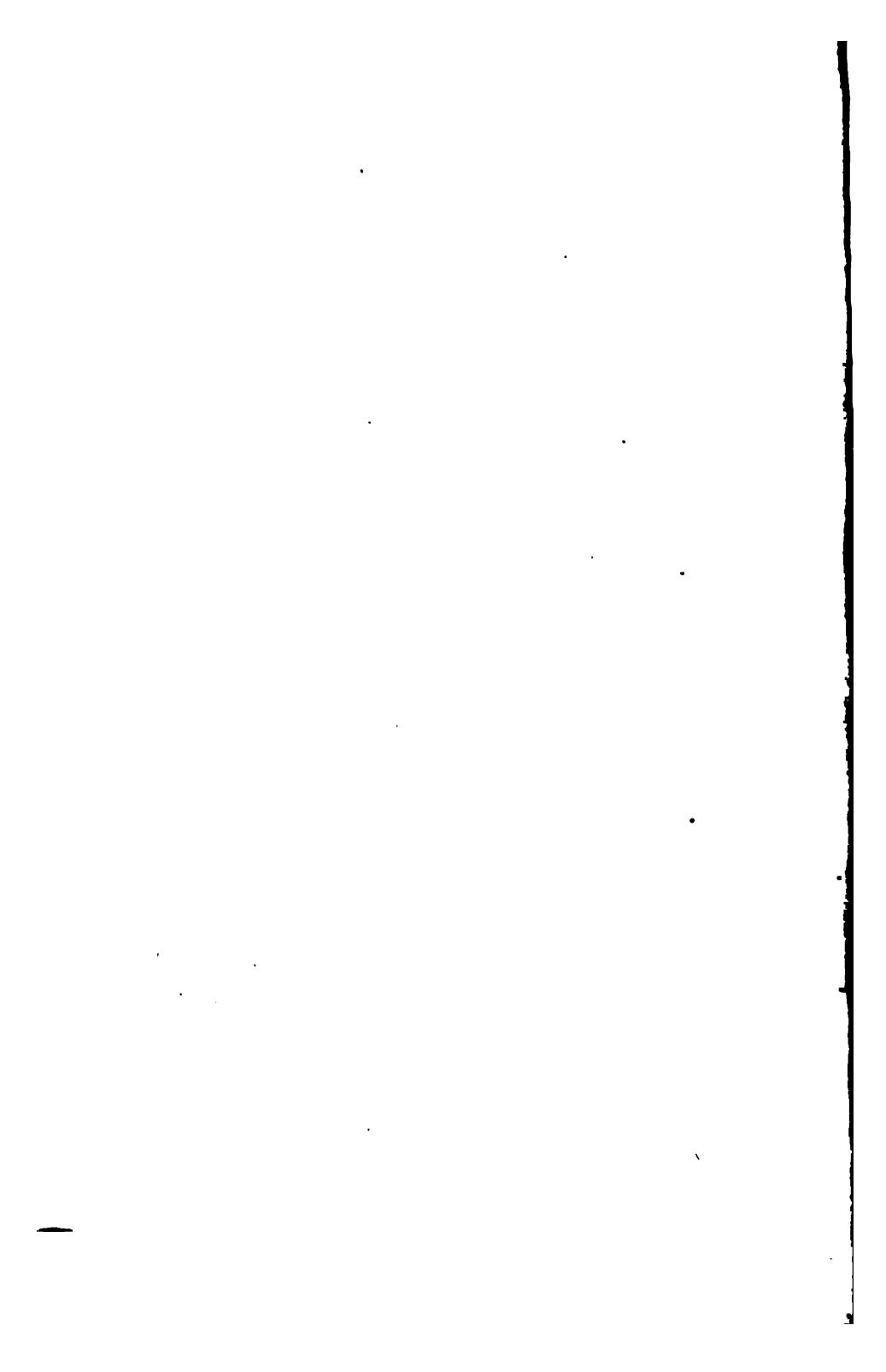


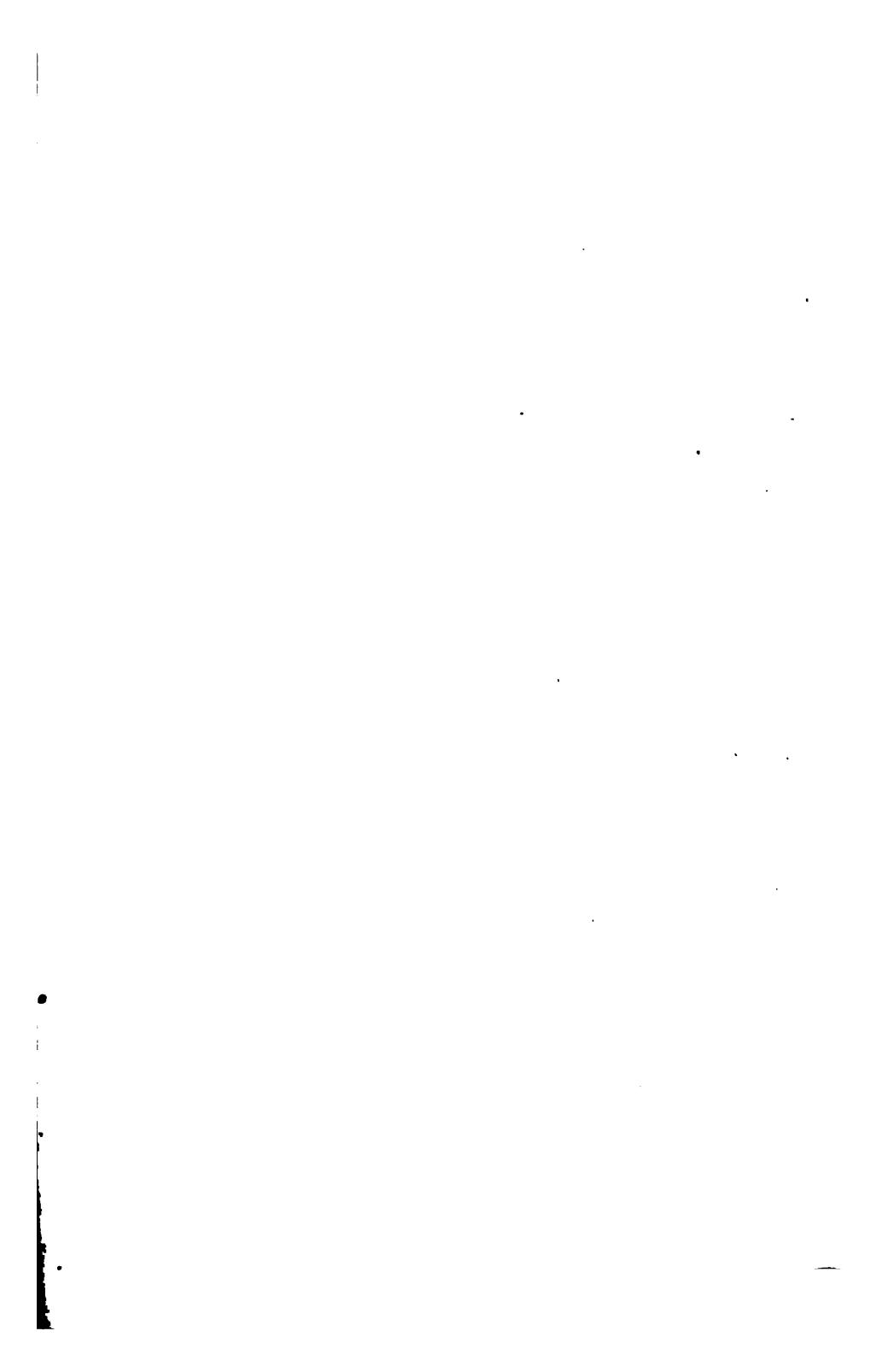


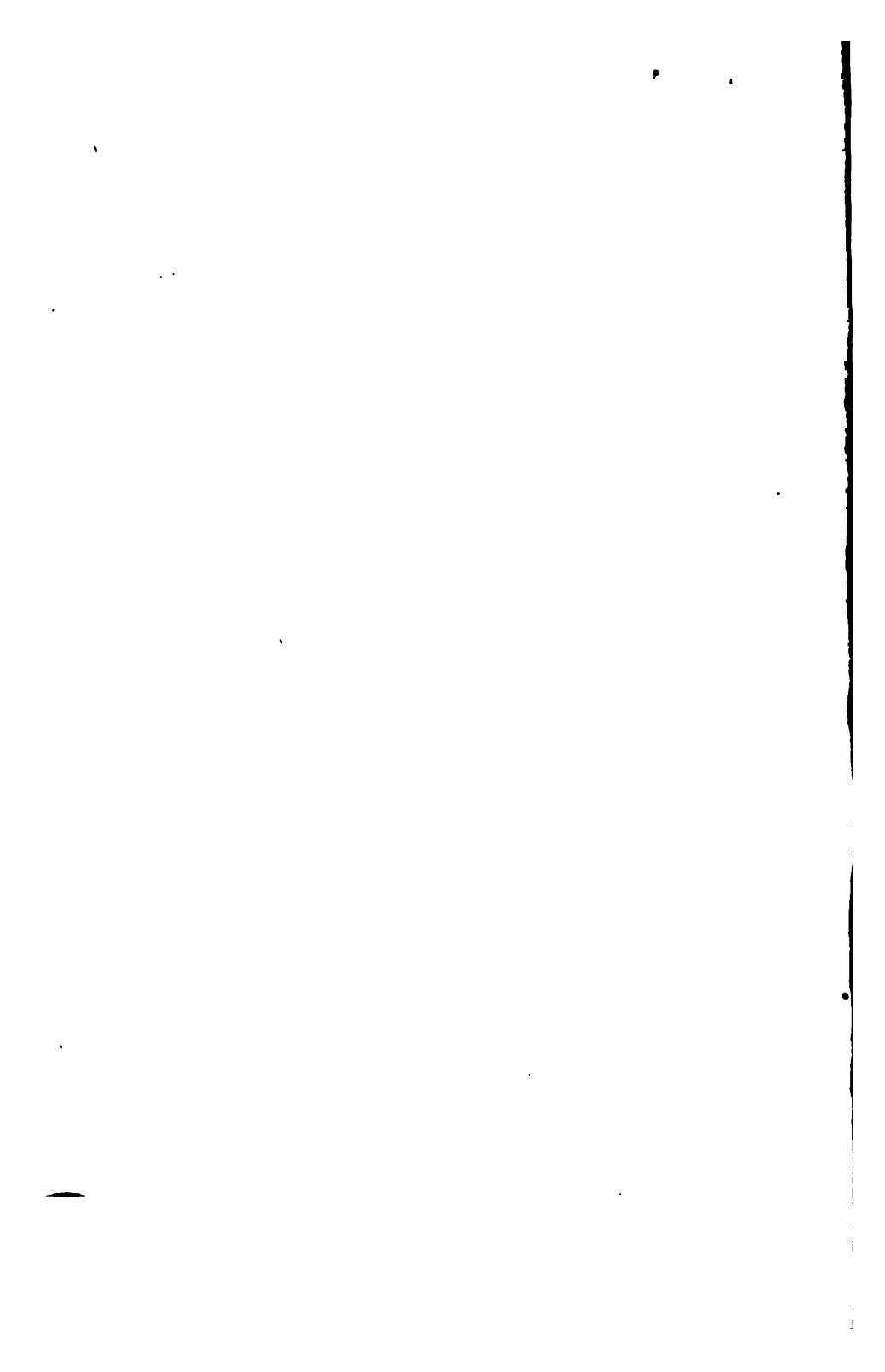


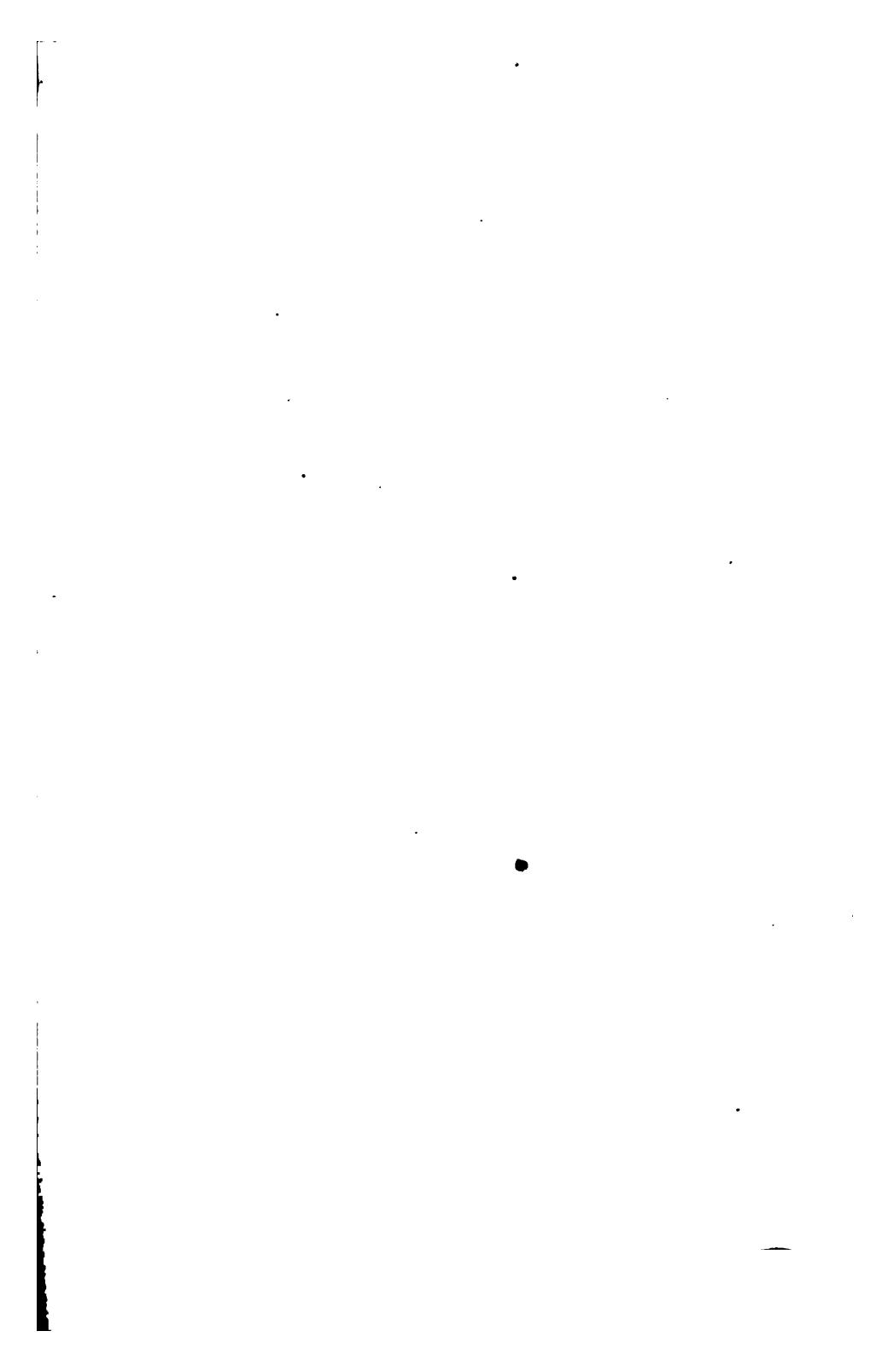


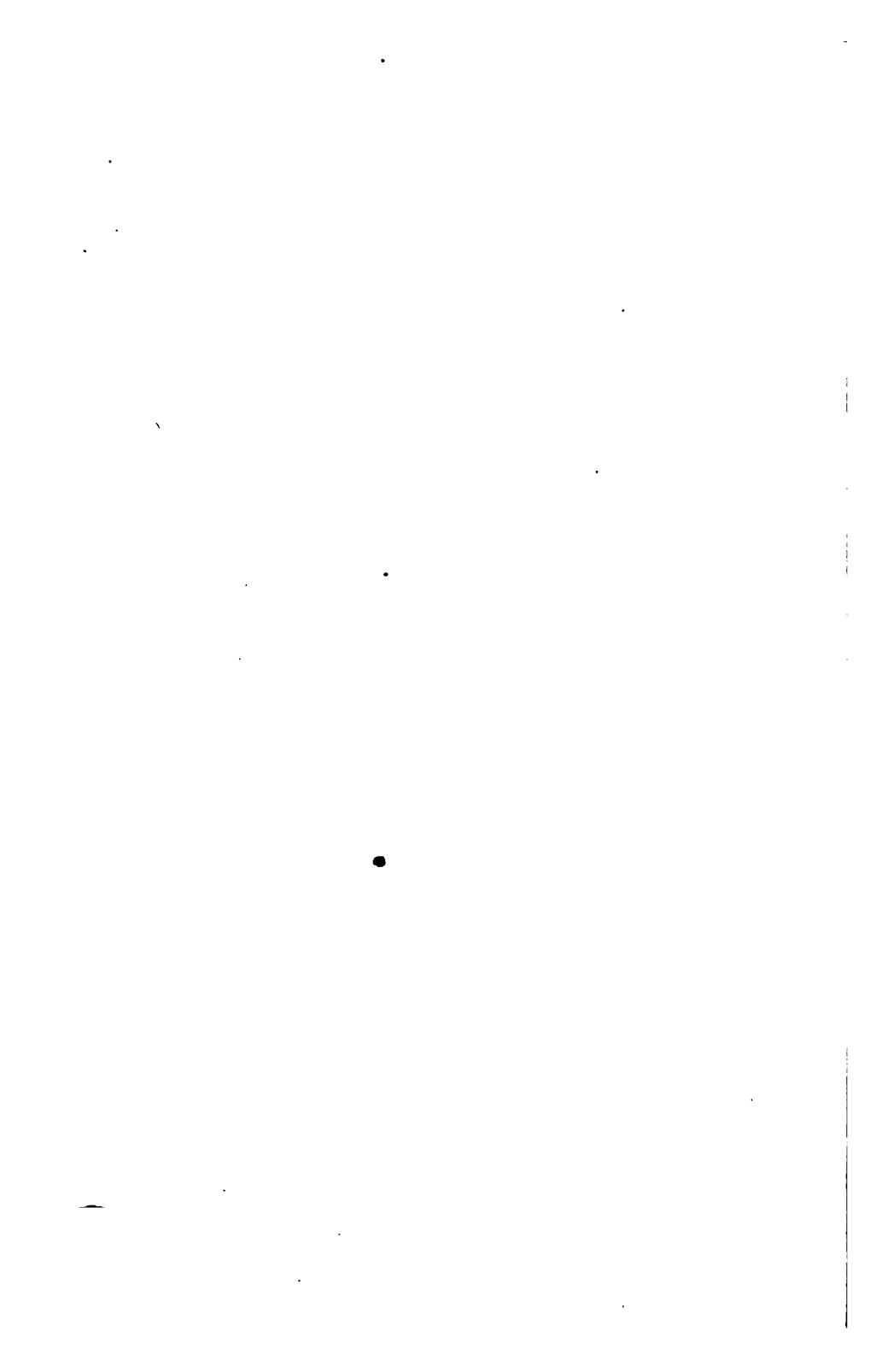


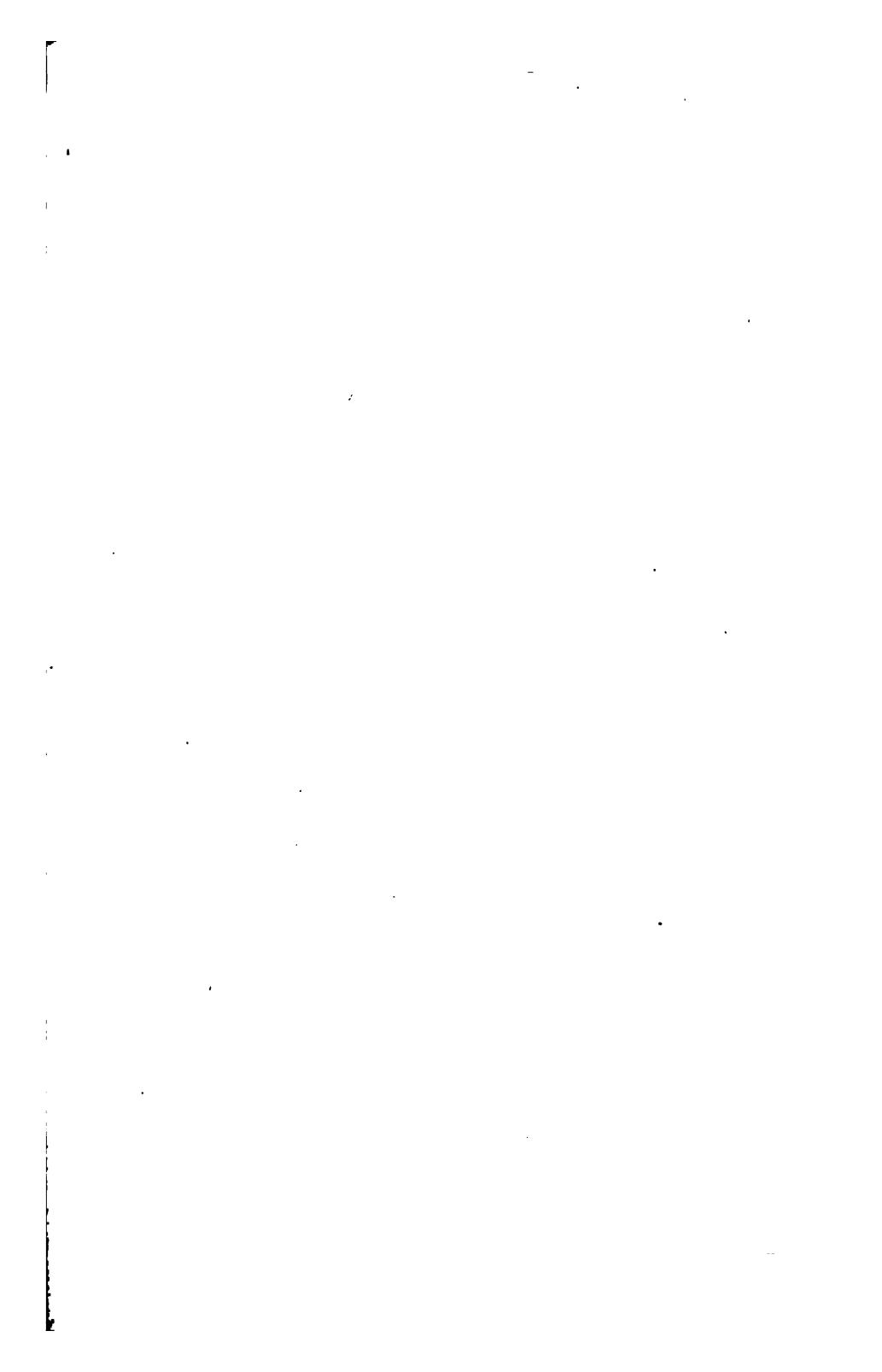


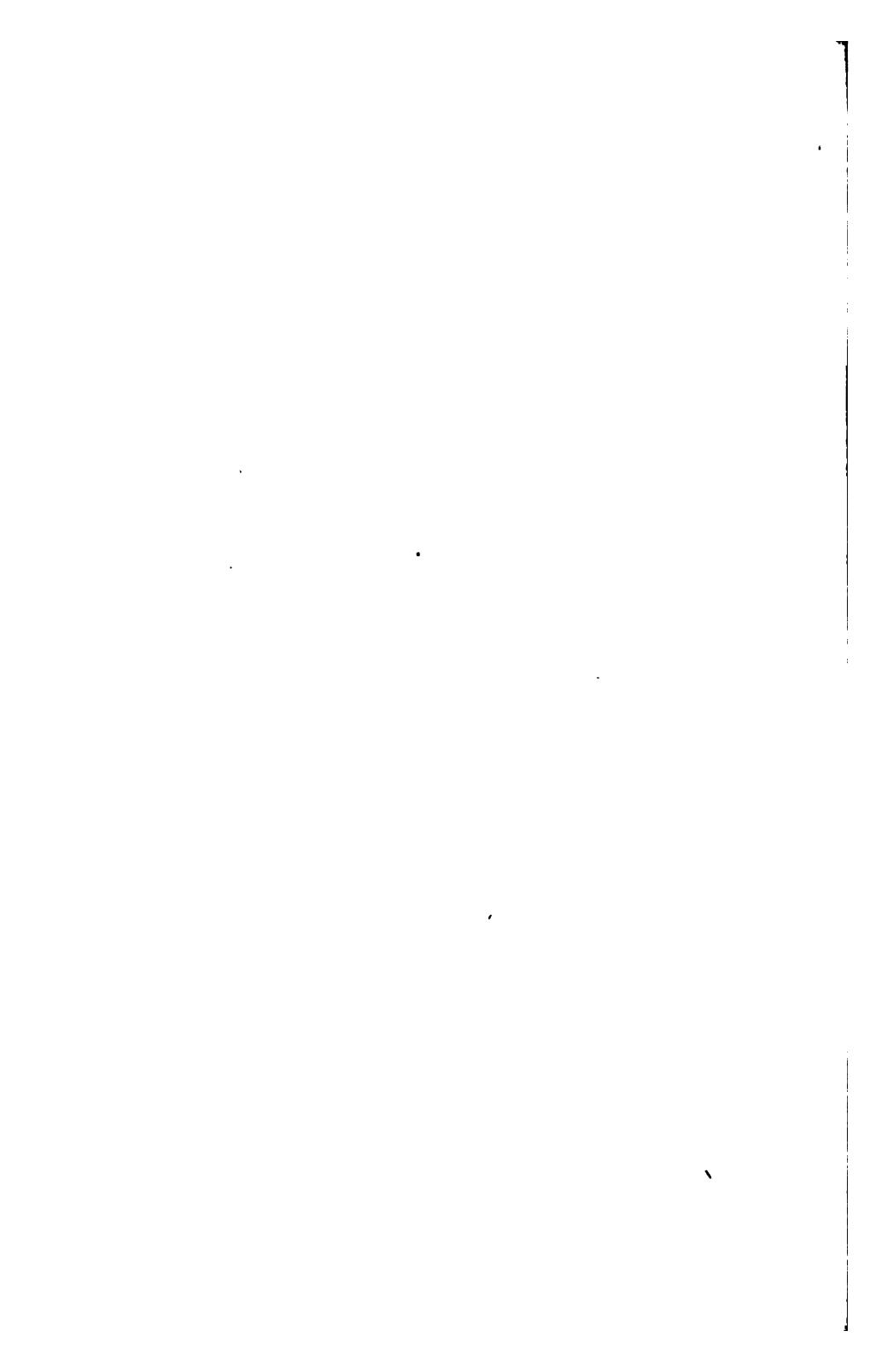


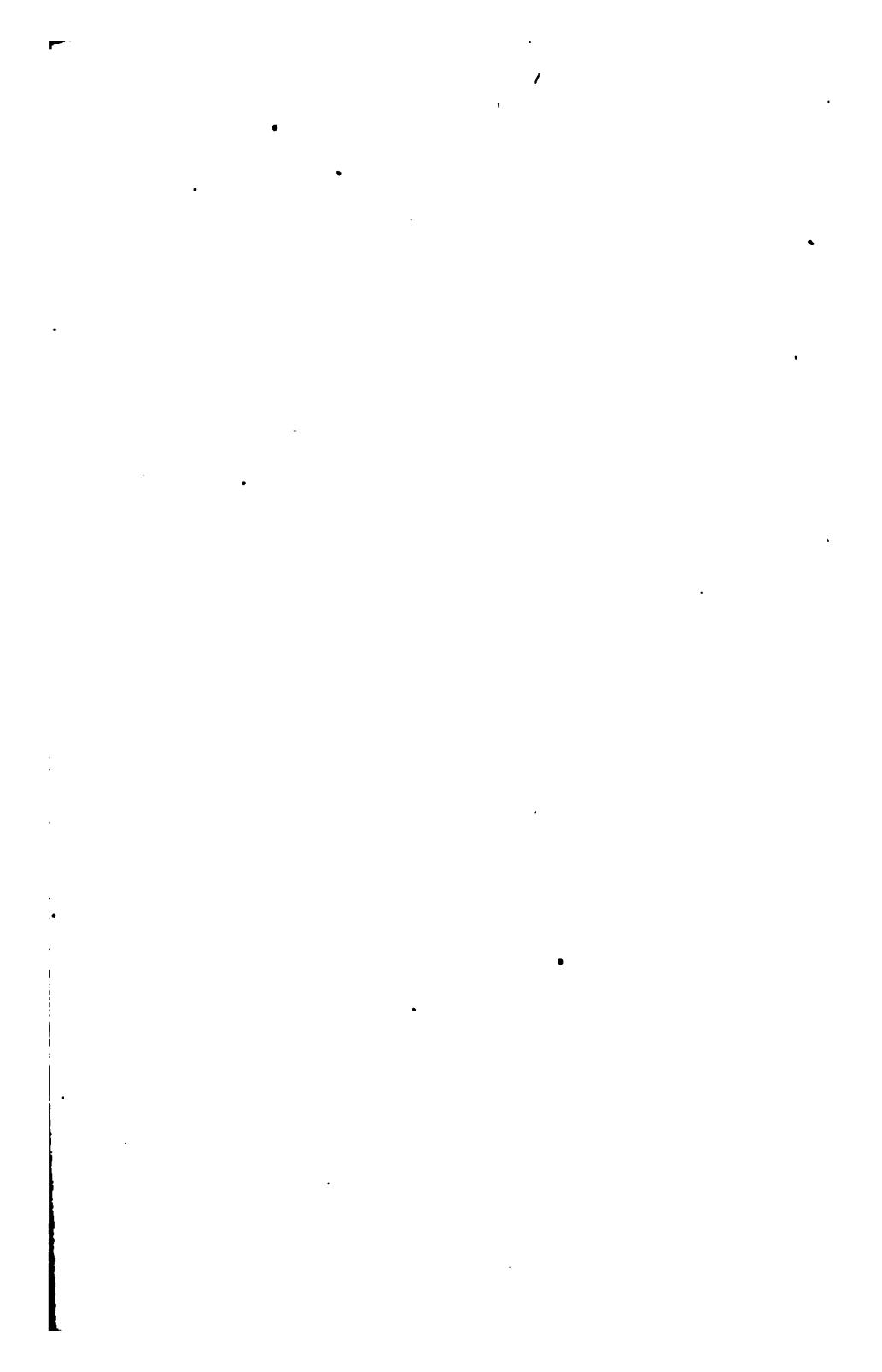


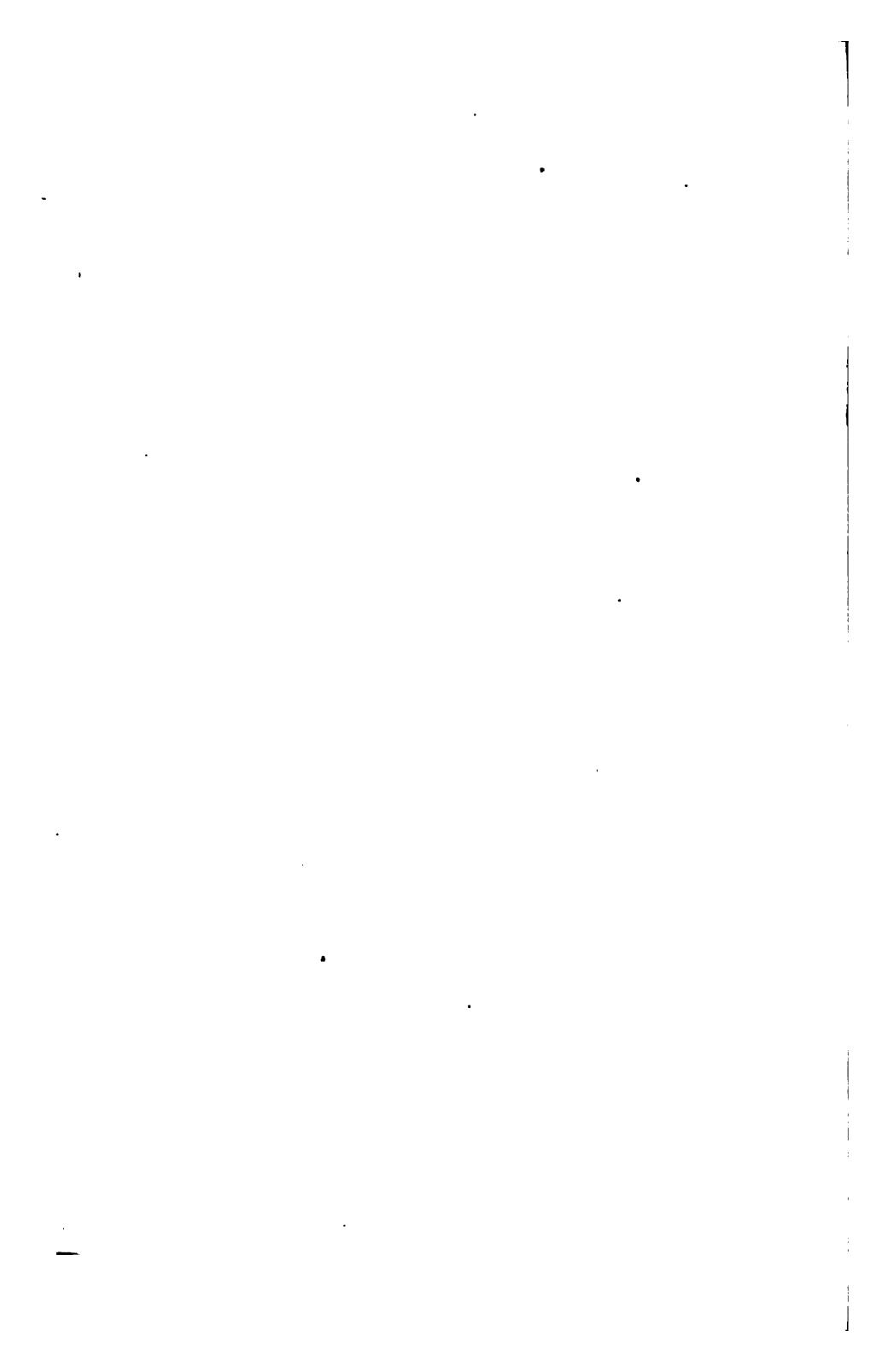


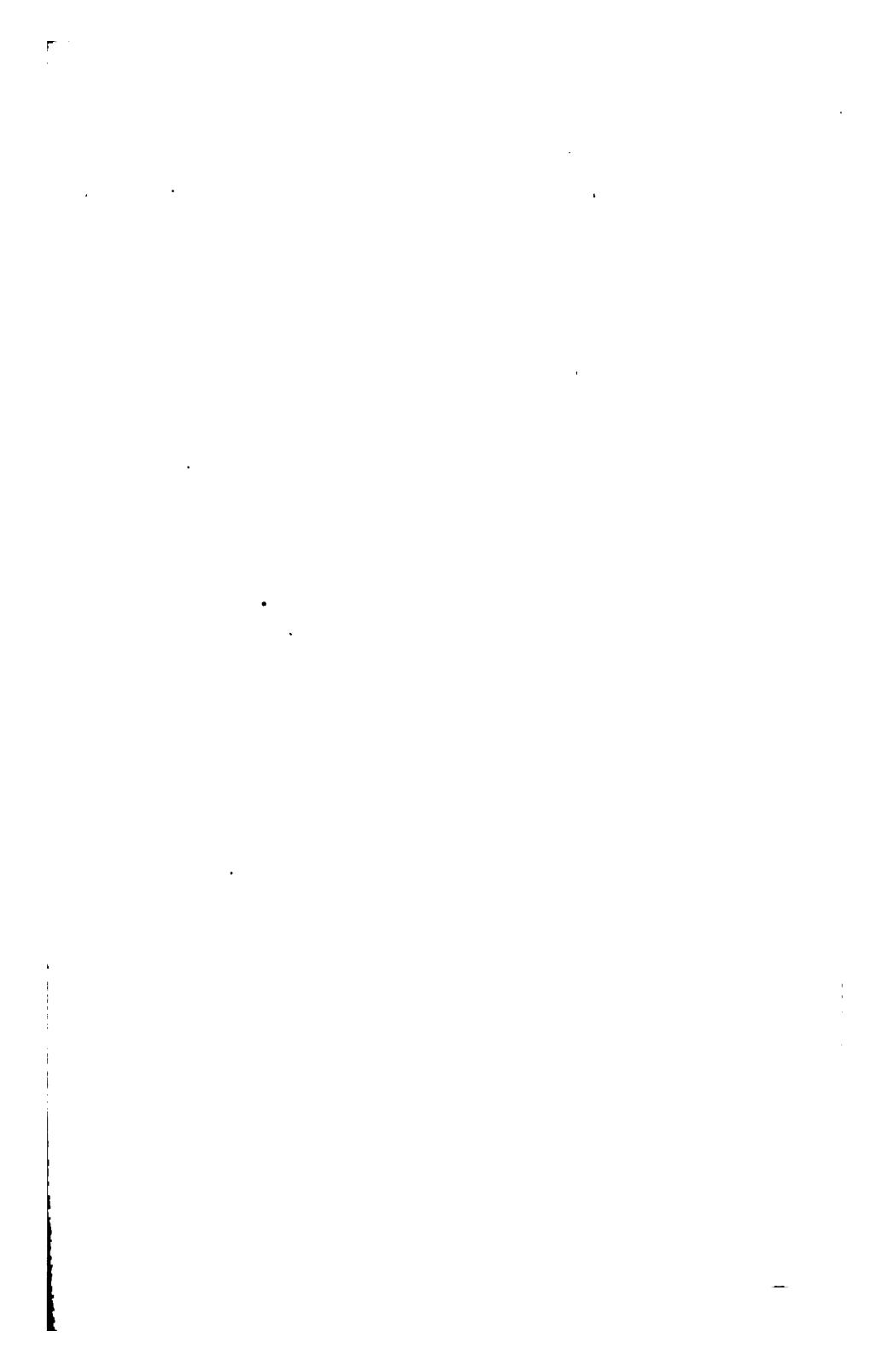


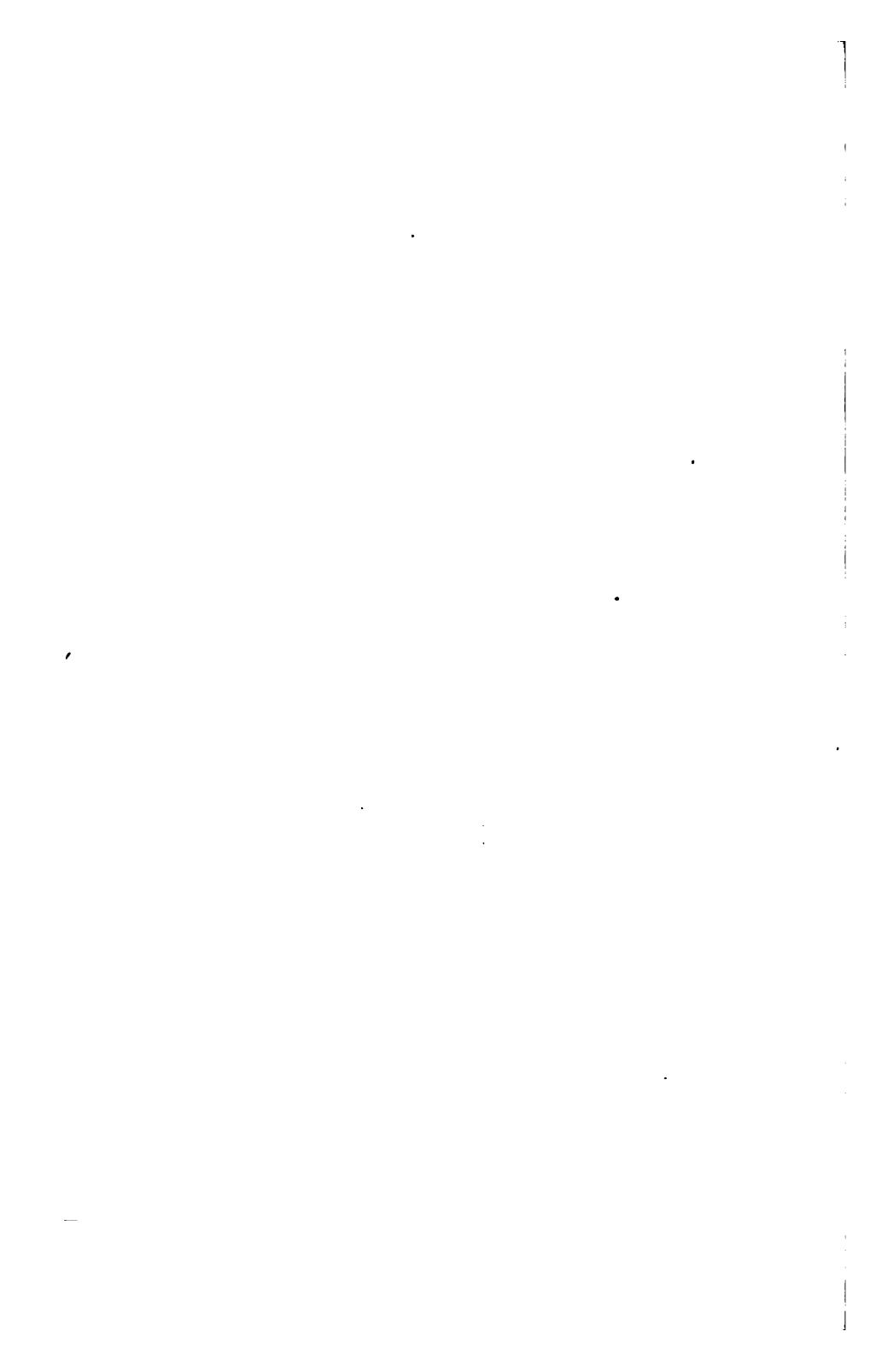




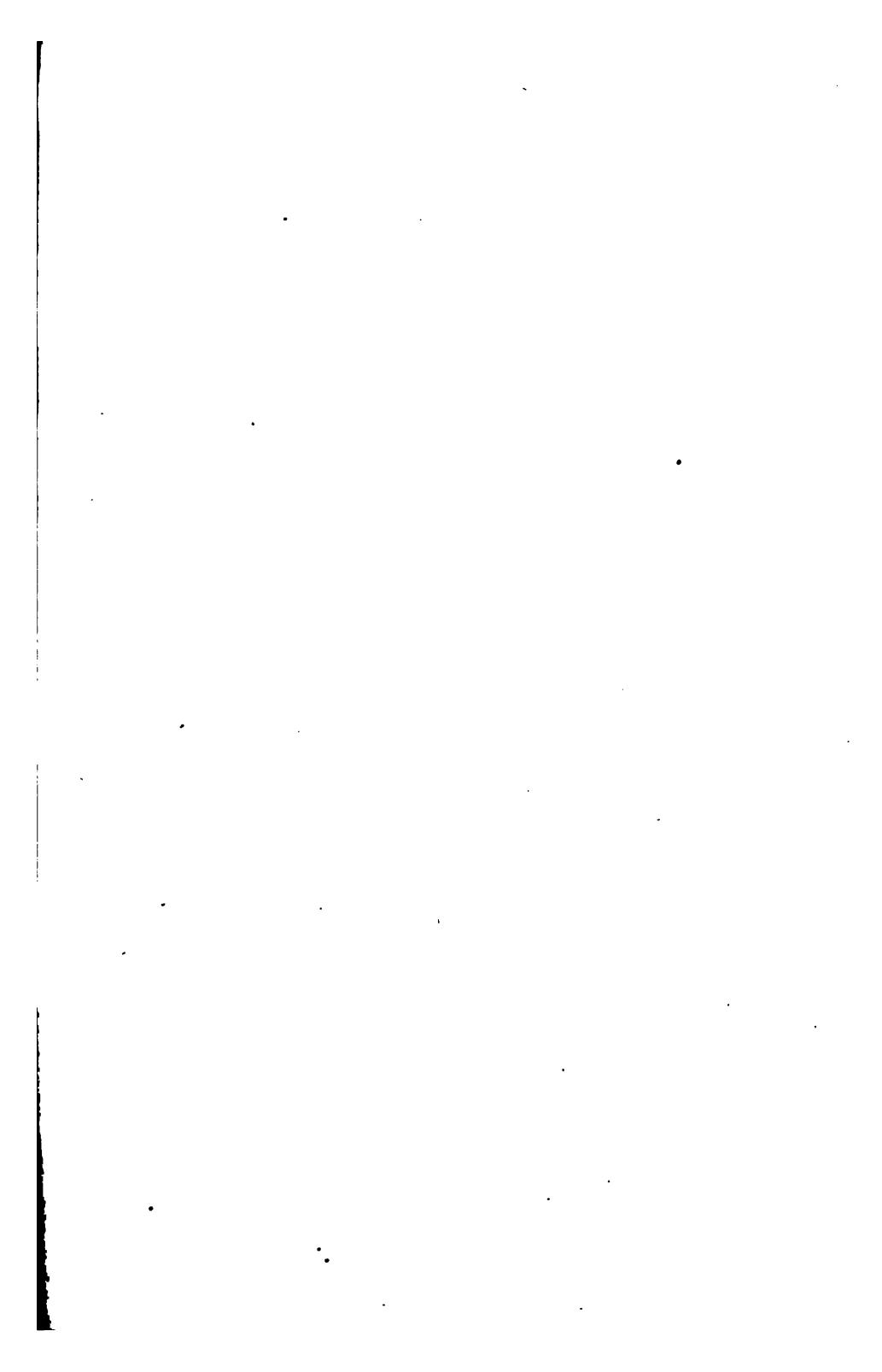


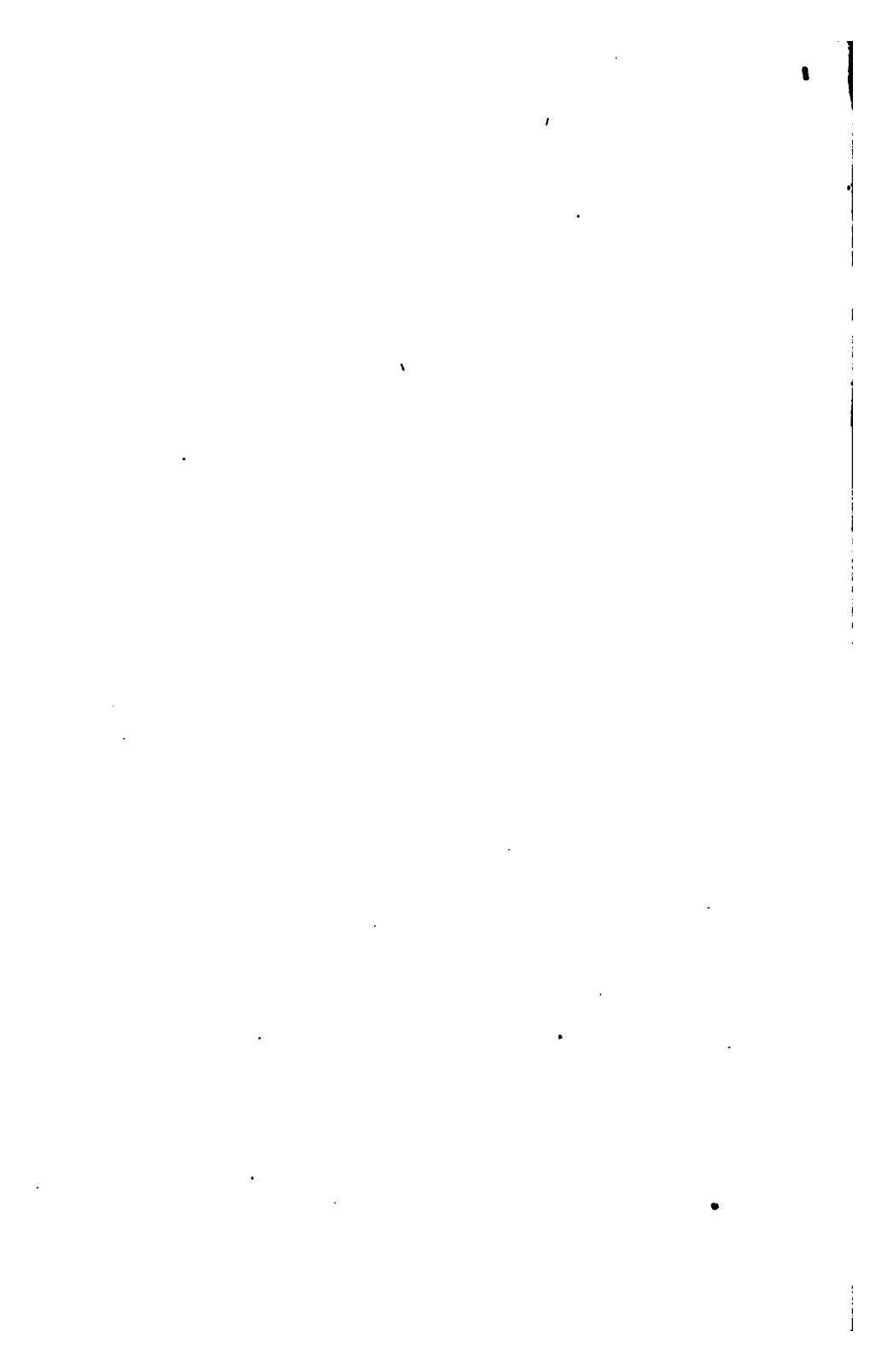


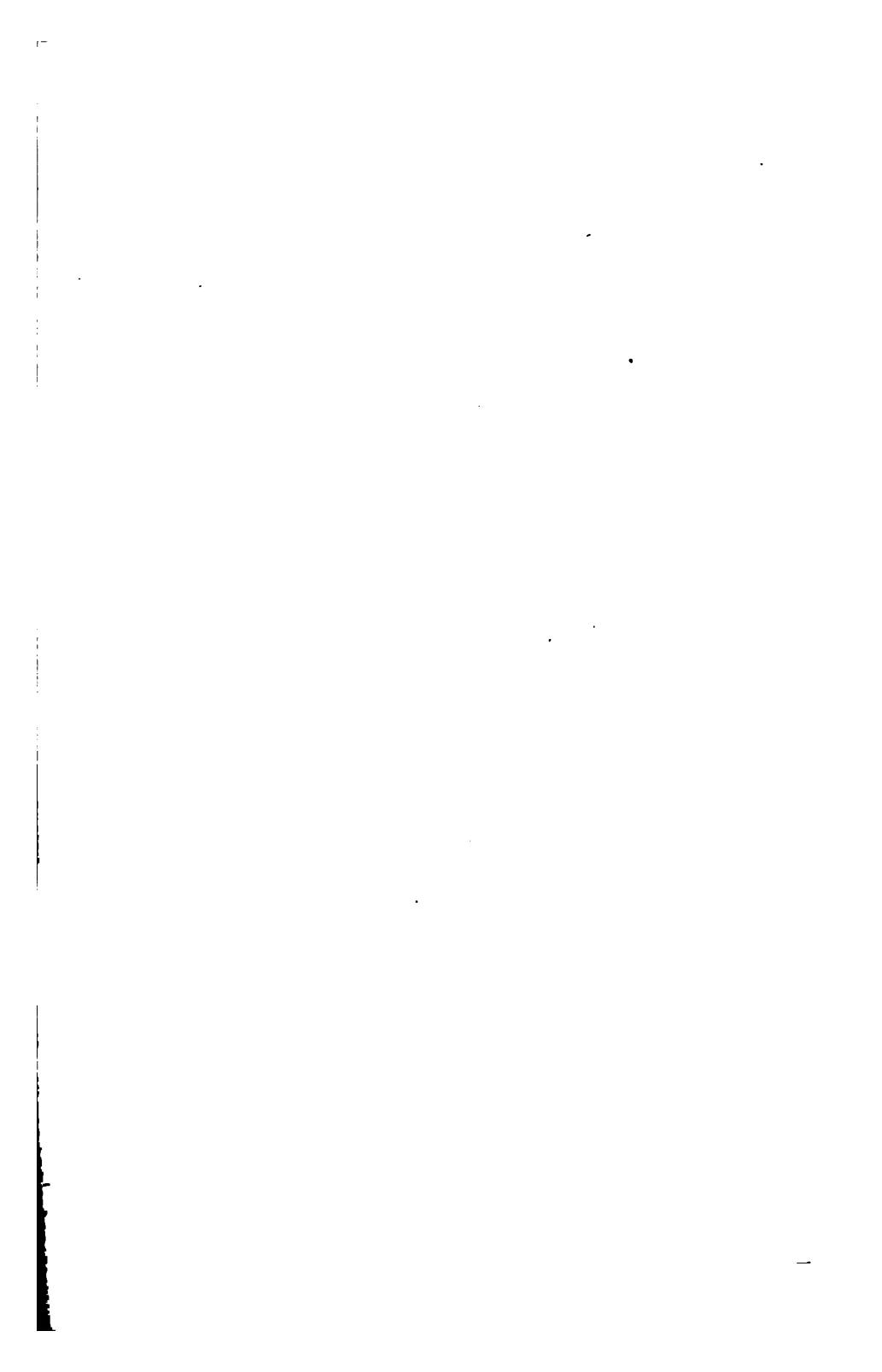


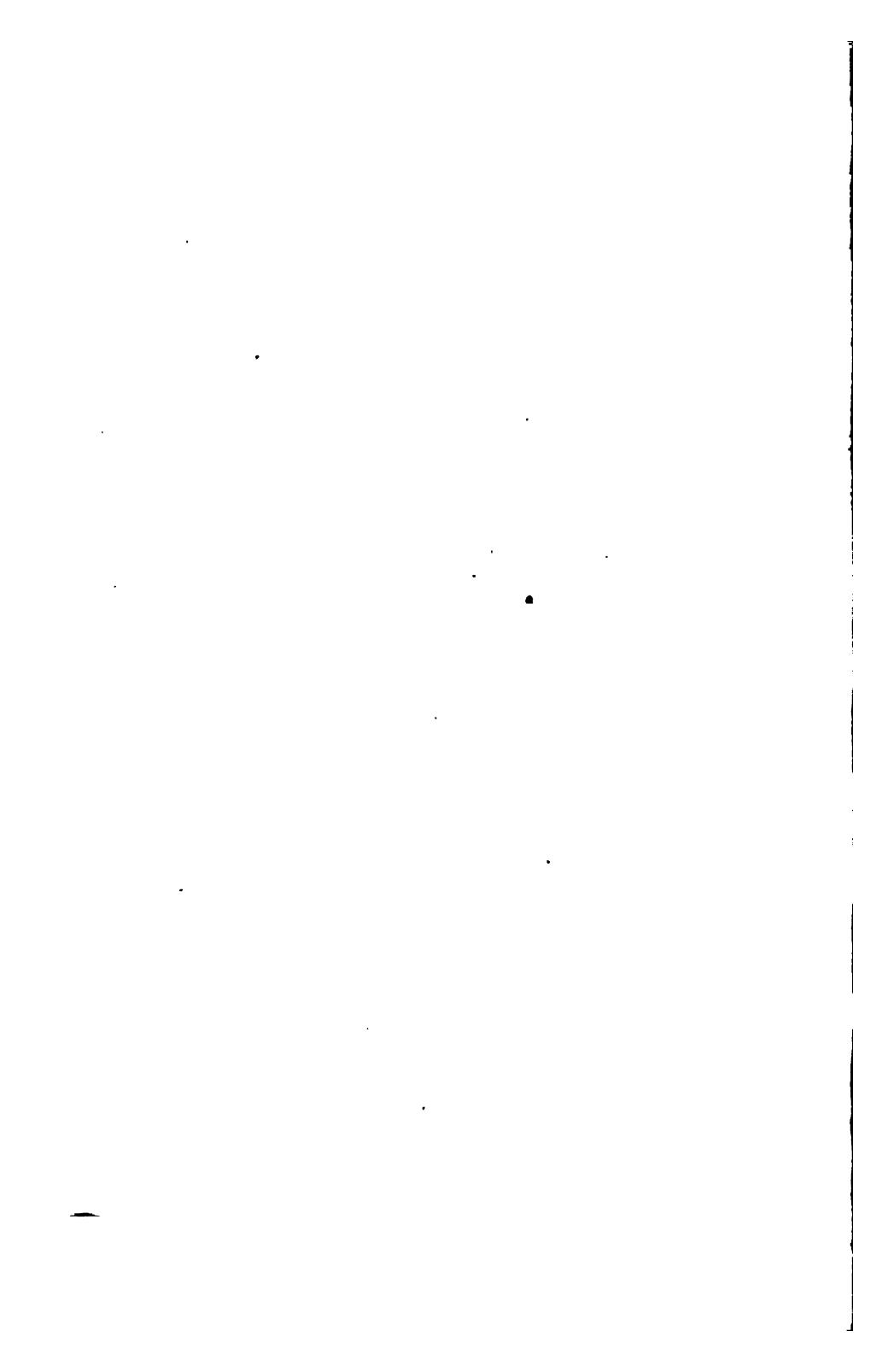


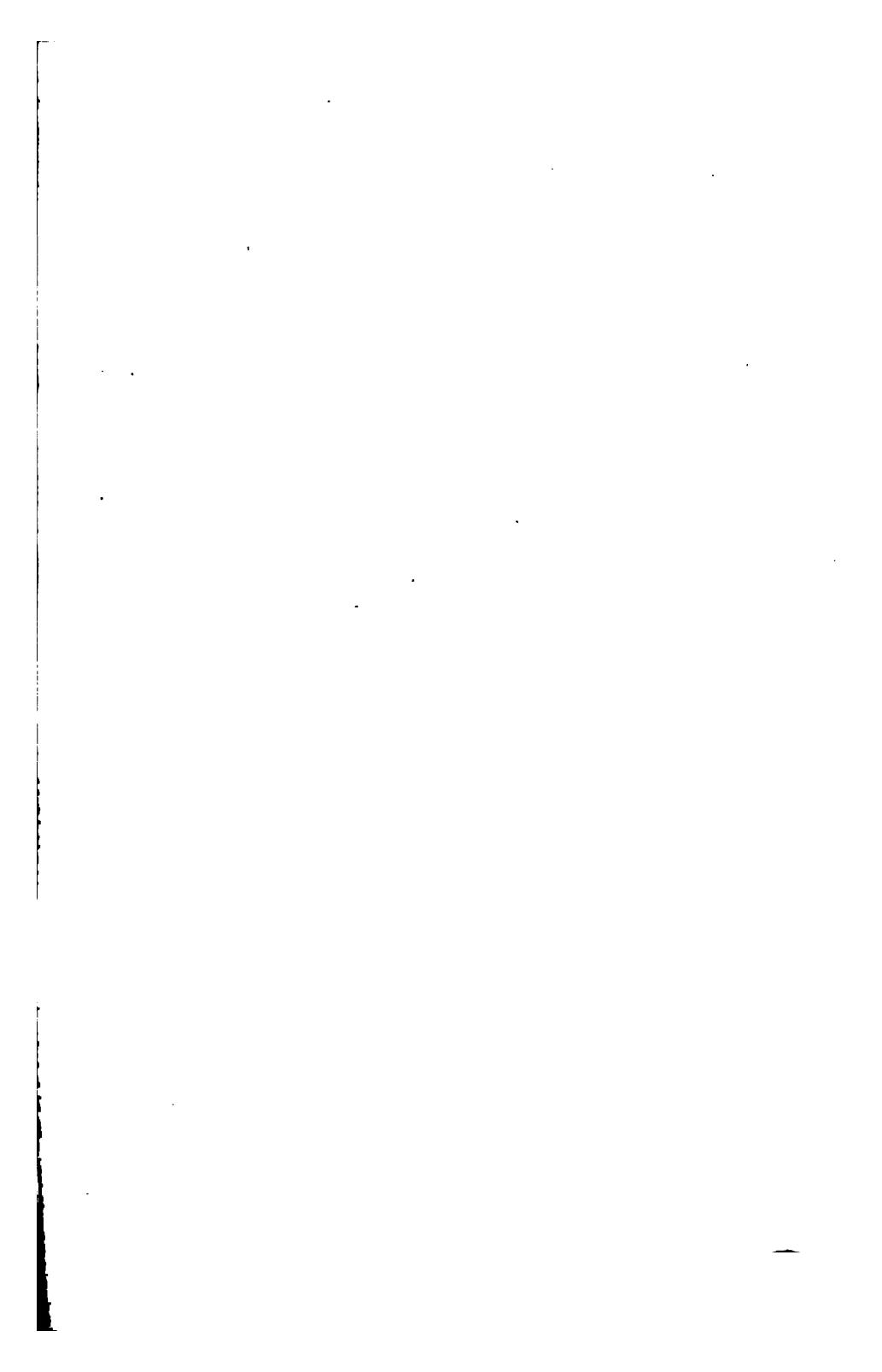


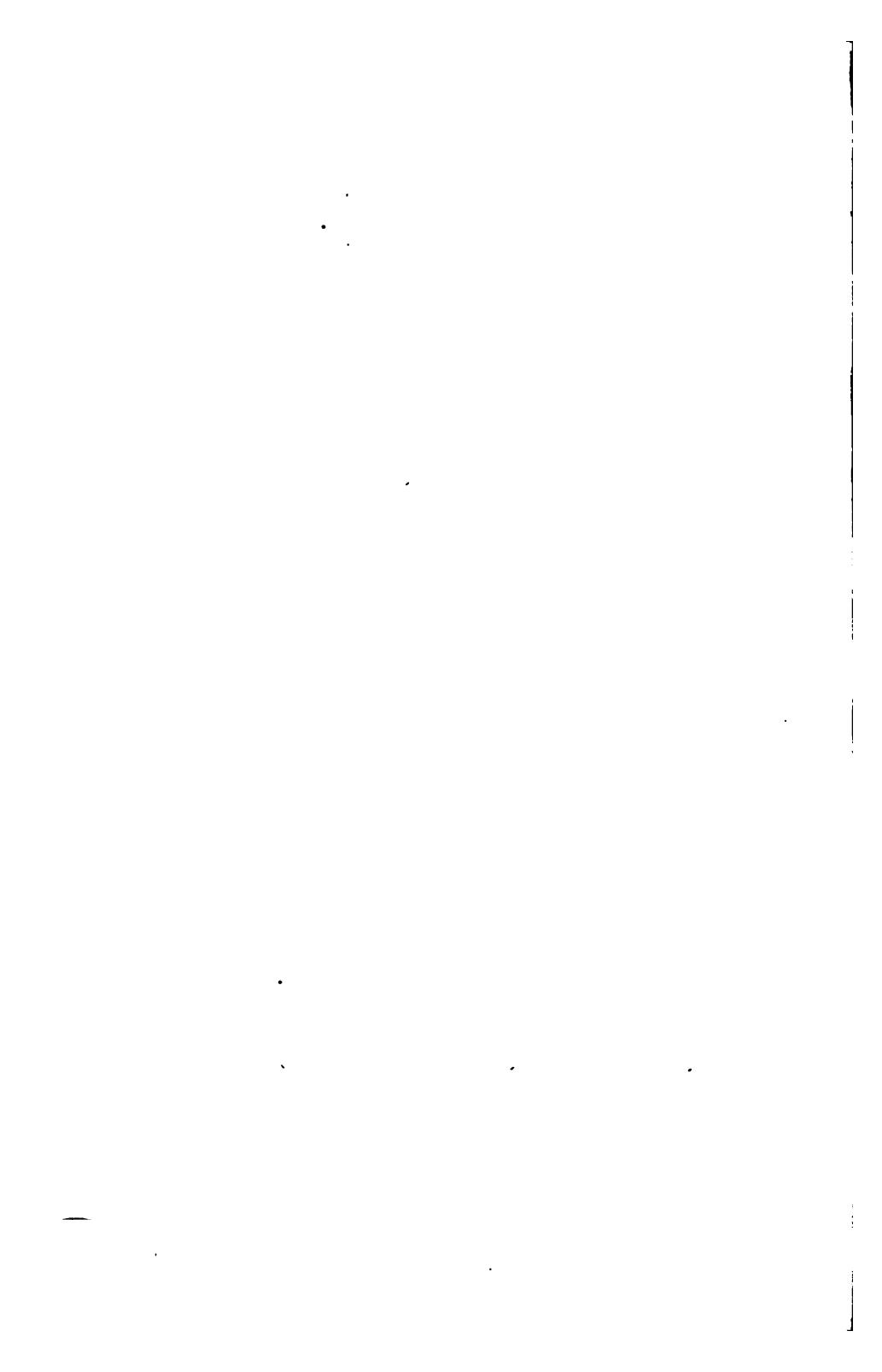


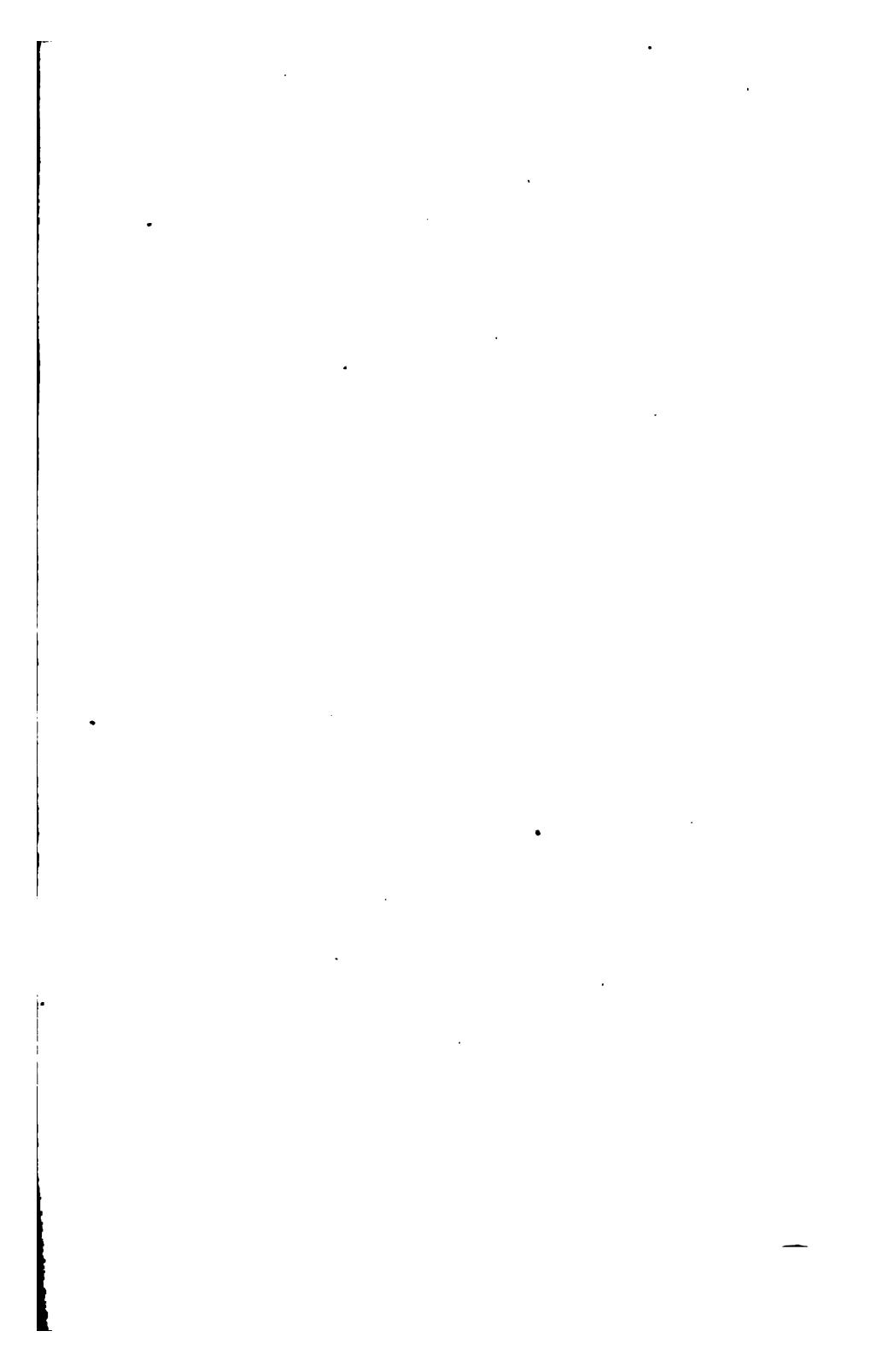


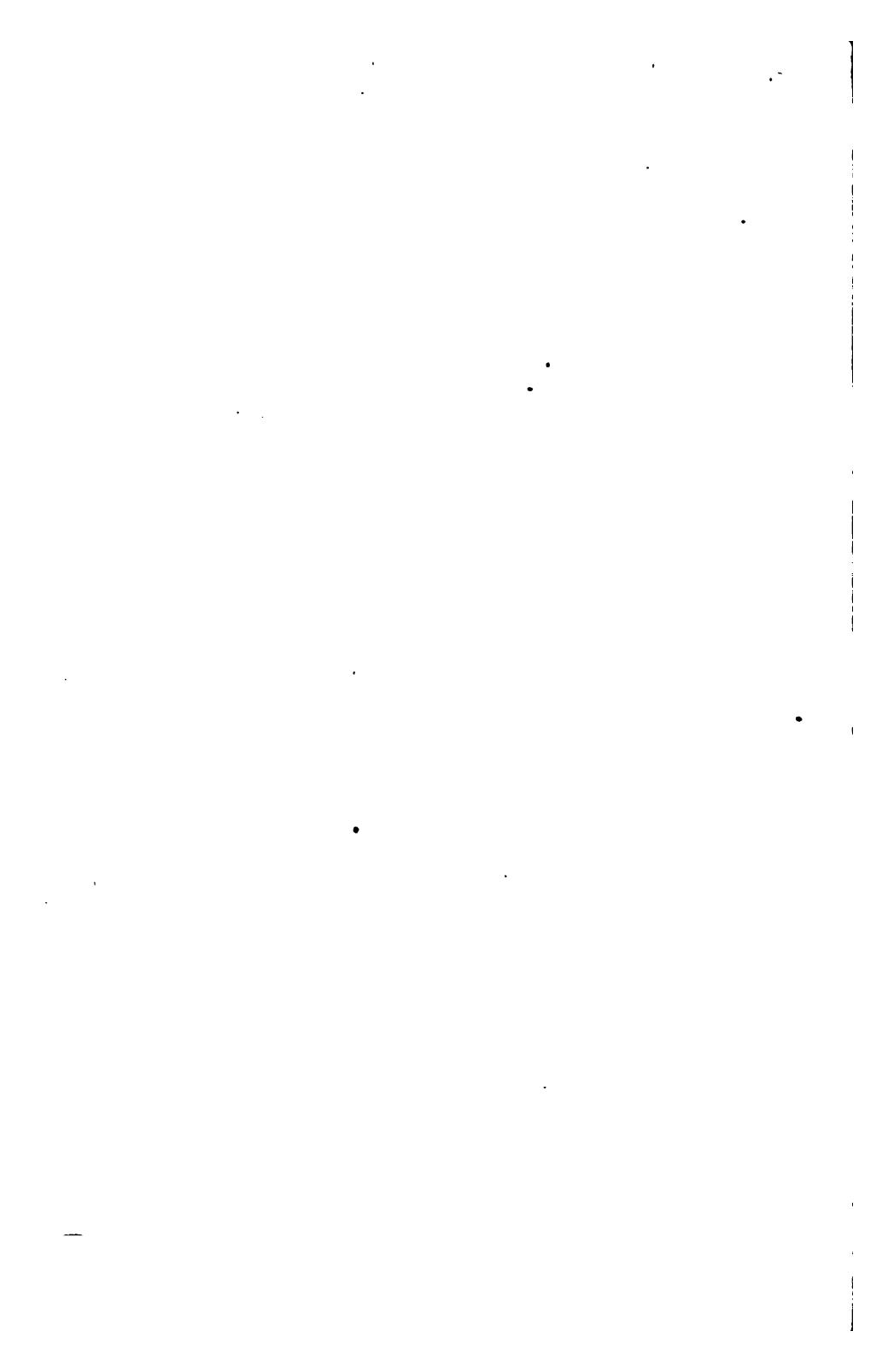


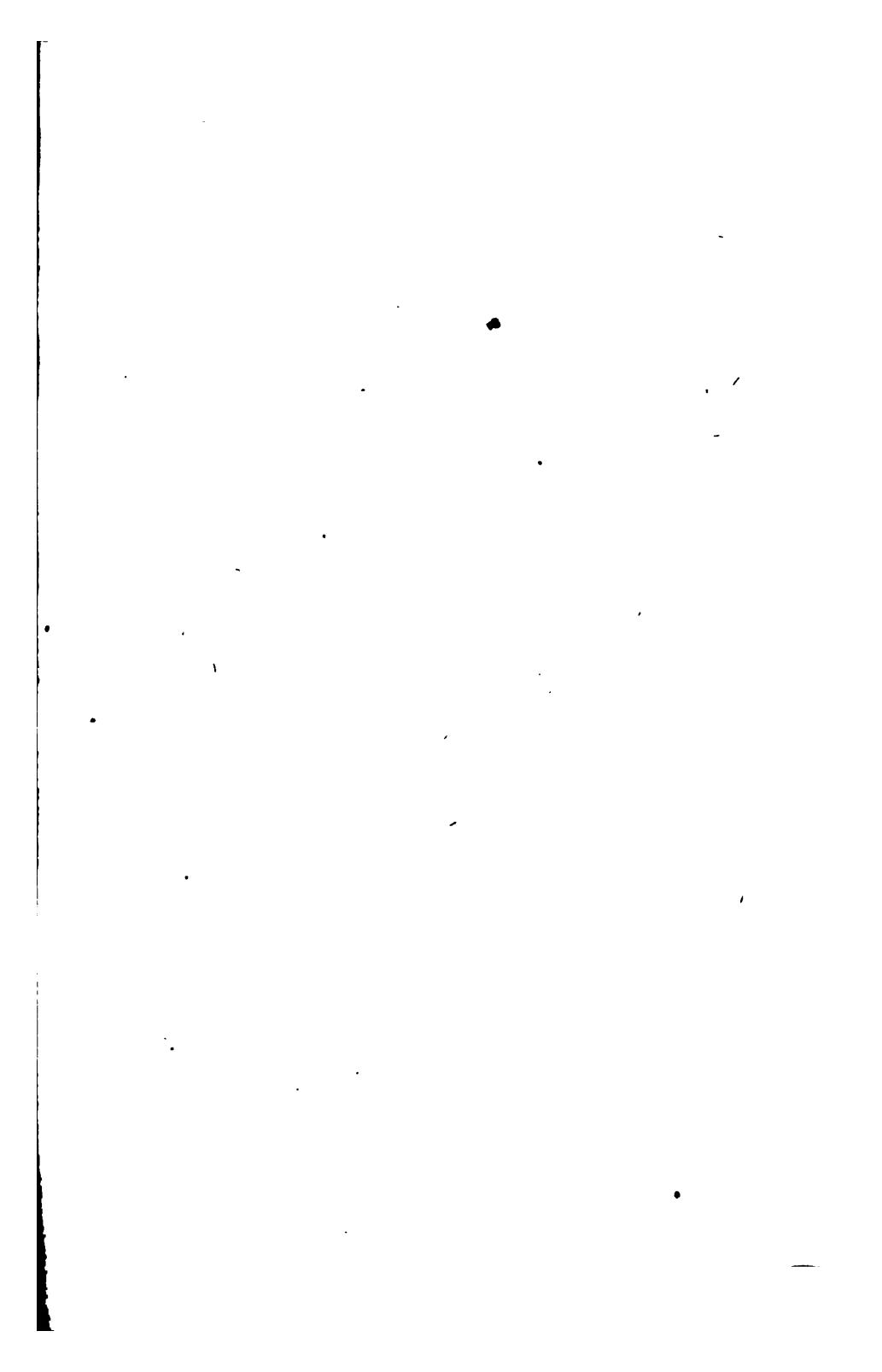


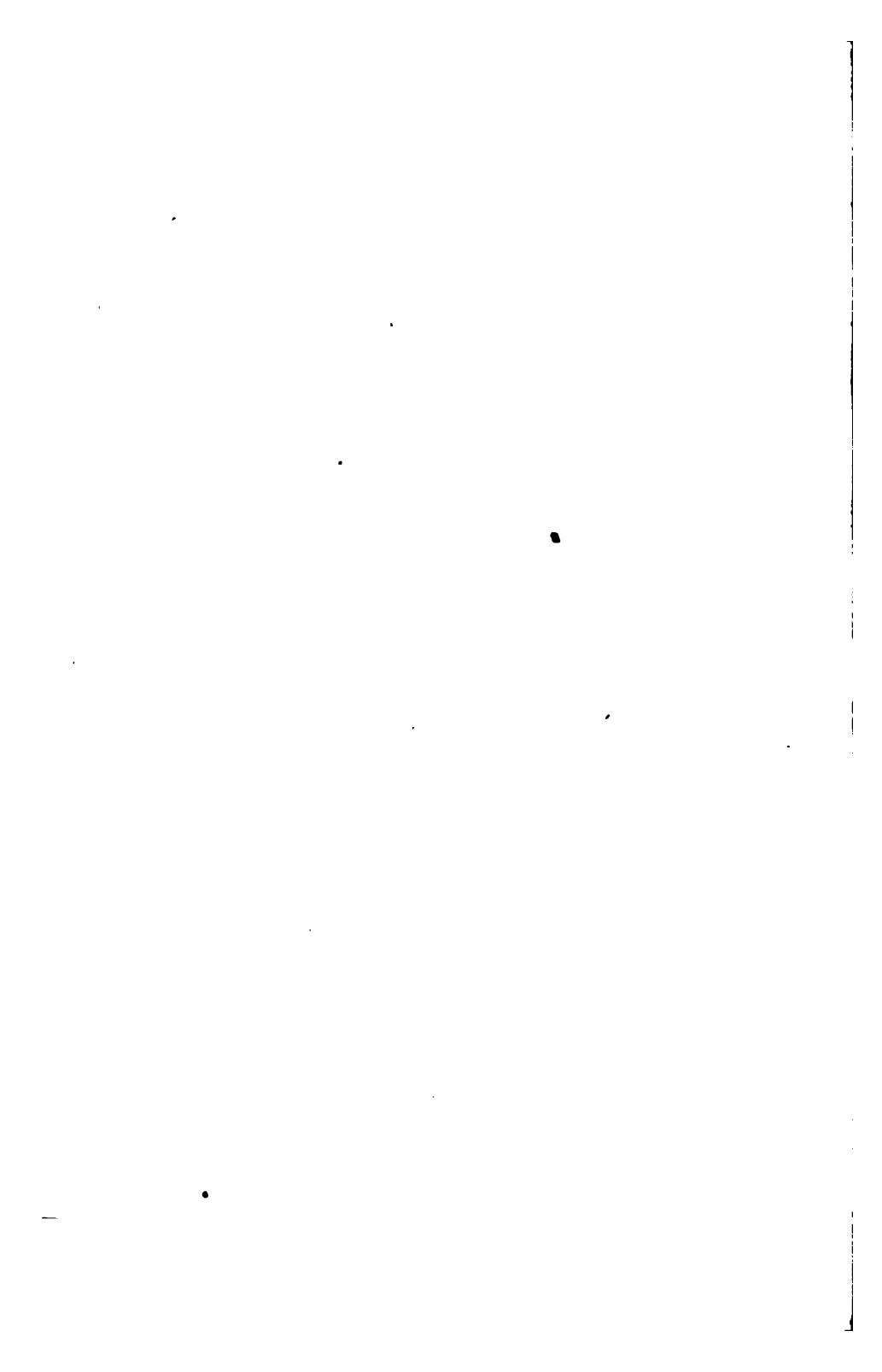


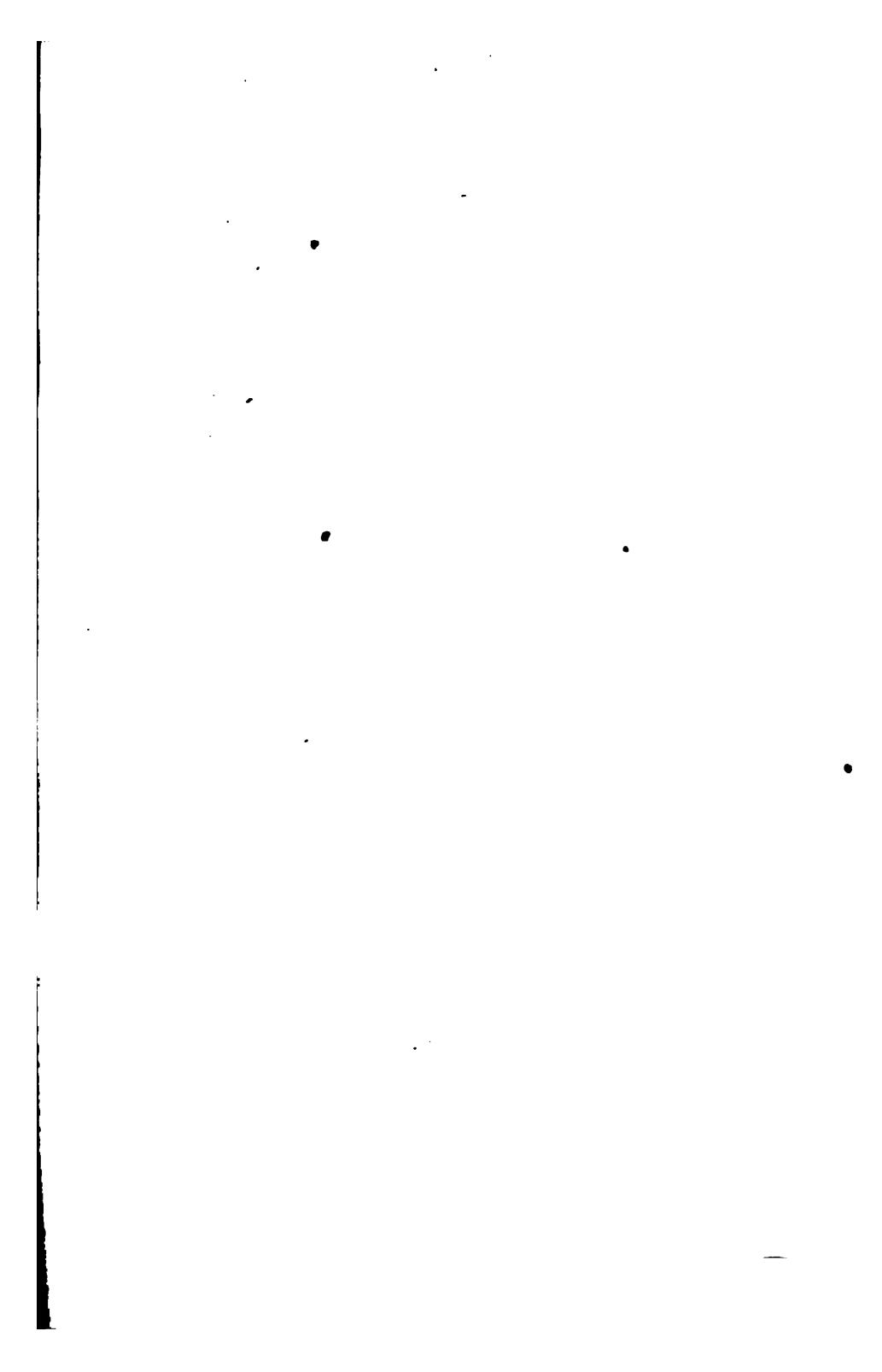


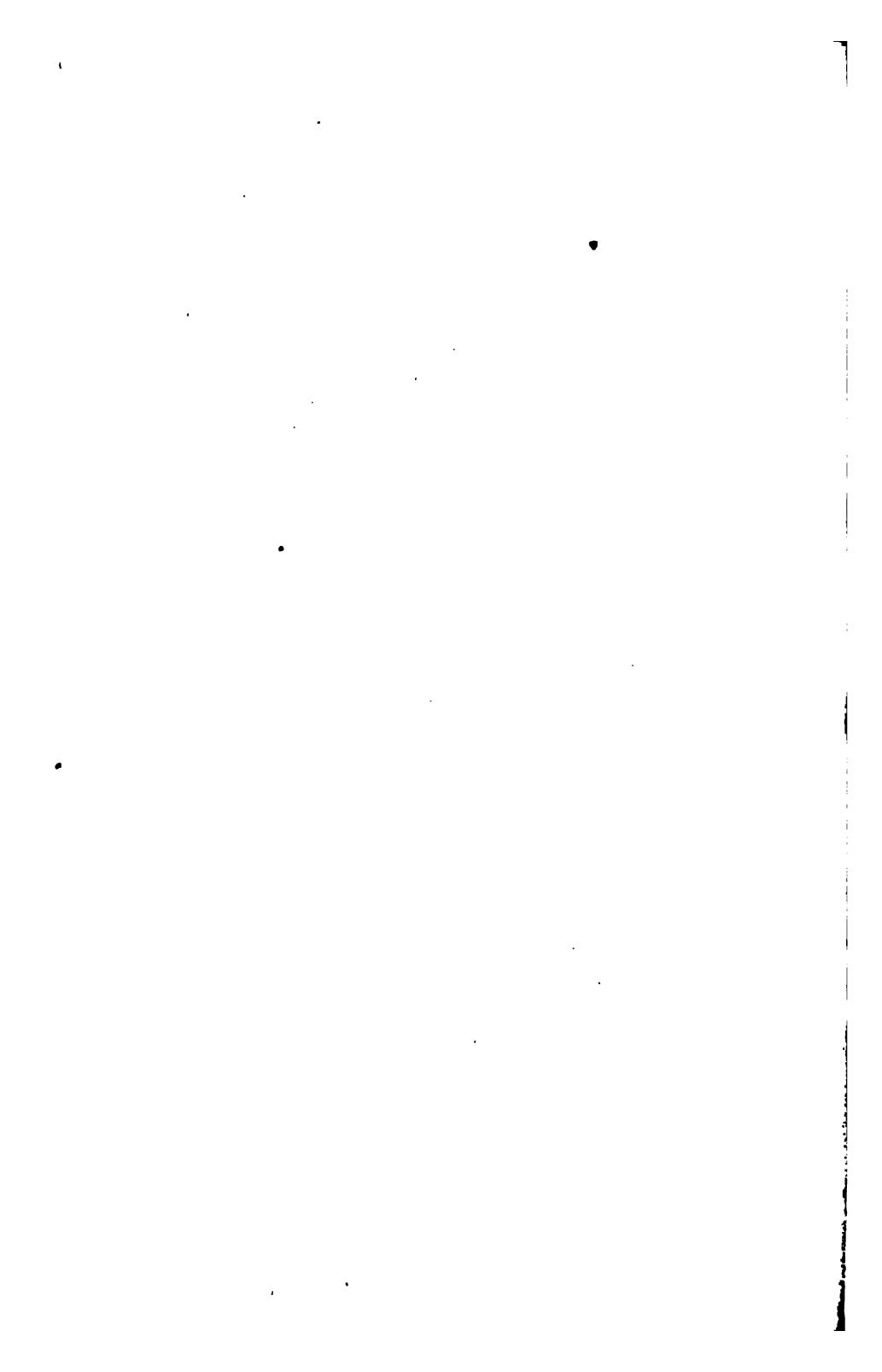












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THE OBJECTS OF INSTRUCTION.

A German author has stated these objects to be:

- 1st, *Truth.*
- 2^d, *Clearness.*
- 3^d, *Permanence.*
- 4th, *Self-activity.*

That the aims of the teacher should be well defined and thoroughly impressed, so that they enter, and form a part of, all that he does, is something so important, that, accepting the foregoing as correct, we wish to treat upon them specially, in the hope that others may be led to adopt them and build upon them.

TRUTH.

The first object of instruction is truth. We must strive to assert this principle broadly enough that it shall be accepted as a foundation stone. It is the corner stone of the educational edifice. Whatever is not of truth, is error. The teacher should feed his pupils upon truth, with no intermingling of error. Truth is natural; error is unnatural. Truth is invigorating; error is enervating. Truth eventuates in pleasure; error results in pain. Truth ennobles; error debases. Truth saves; error ruins. Truth enlightens; error obscures. Truth is life; error is death. Truth makes free; error enslaves. “Ye shall know

the truth ; and the truth shall make you free." Because One could say, "I am the Truth," he could add, "and the Life."

It is impossible for Nature, to teach anything but truth. So that Natural Education is true education. How can it be, that Nature teaches truth, and that, yet, men come from her instructions weighed down by error ? We hardly need say that the verdict of science, in all ages, has been, that nature does teach truth. Scientists have misinterpreted her ; but finally they have obtained, and given to mankind, her exact statements, and these statements are the only truths of science. We search in vain for scientific truths elsewhere. Nature is the final appeal in every science. If there is any science of education, that science must be founded in Nature. Nature is comprehensive enough to include all the laws that appertain to mind and matter. And it is with mind and matter that we have to do in the education of the schools. Every manifestation of the Divine Creator speaks to its counterpart in the created ; body, to body ; mind, to mind ; spirit, to spirit. Education in its very broadest sense, can not go beyond that which is natural, and in its narrowest sense, it must still be true to Nature.

If, then, Nature is Truth, it is hardly necessary to ask why she teaches truth. She has naught else to teach. She must teach truth, if she teaches at all. And more than this, her methods for imparting instruction must be the true methods, else were there something in her untrue,—her methods. Nature teaches truth, in the true way. All error comes from some other source than Nature.—She has no error. Whatever is natural is true. All science is the interpretation of Nature. There is science, falsely so called ; but there is no true science which is not natural. From time to time, in the history of humanity, an author arises, to overthrow some established doctrine in respect to science or art. How does he do it? By proving it to be unnatural. He can carry the whole world of scientists and artists with him, upon that issue. Prejudice may refuse, for a while, to admit the light ; but the time will pass away, and that which is most natural will be triumphant. Art is founded in Nature. No artist can cause an unnatural picture to live. His scenes

may be entirely imaginary, entirely unlike, in many respects, what Nature has produced in any part of the world. But there will be a foundation in what is in nature, and an imaginary scene, since imagination is as much a part of our nature as are any of its possessions, is certainly one of the most natural of productions.

The teacher, then, must have the truths of Nature and of science, (which is Nature interpreted,) in order that he may be rightly prepared to teach. If he teaches aught but the truth, he will teach that which is not of Nature; he will teach error, and, in so far as he does this, will do evil rather than good.

CLEARNESS.

The second object of instruction is clearness. This is no less important as an educational principle, than is the preceding, but it is less strictly fundamental. Neither Nature nor her human assistant has taught anything, until she or he has made it clear, definite. There can hardly be such a thing as a vague knowledge of any subject. Vagueness is want of knowledge. All that we know is clear to us. Nature presents to us that about which she would instruct us, and when her truth is clear to us, we know it, we do not know it before. Some of the great lessons which Nature has to teach us, we see dimly at first. We trust something in respect to them, to what others, experience-taught, tell us. But when these same truths are made clear to us, we feel that we have been fed upon Nature's own manna. "Now I know; for mine eyes have seen." Every truth made clear, is an onward step well taken. It has led onward, too, in the direct way toward the end and center of all instruction. It has led into no by-path, whence the learner's journeyings must be retraced. It is a positive gain.

But Nature knows, that some of her truths can not be made clear to the child to day. Concerning these, what course does she pursue? Why, in respect to some of them, those about which she intends soon to instruct, she excites curiosity. In this way, she prepares the ground for the reception of the seed, and when the time is fully come, she sows the seed. In respect to still other of her truths, those concerning which her chil-

dren are unprepared to learn, she excites no curiosity whatever. The time for giving instruction in respect to them is so distant, that she feels that she can be better employed. Then, Nature has lessons adapted to differing minds. The truth which she can make clear to a certain one of her children, another would utterly fail to perceive. She makes clear to each one that which he can know.

If the human teacher finds that what he is attempting to teach to his pupil, he fails to make clear, he may be sure of one of two things. He is teaching unnaturally either in matter or method. Either he is carrying his wares to the wrong market, or he has taken the wrong way to make a sale in that market. Might not some impatience and even scolding be avoided, if this principle in Natural Education were kept always in mind, and acted upon by those engaged in teaching? Whatever truth you can teach to a child, you can make clear to him, and until you have made truth clear, you have not taught it. If to teach the truth is fundamental, to teach truth clearly is essential to the attainment of clear perceptions of truth, and when his lessons have been so impressed as to become a part of the learner's being, then has he knowledge, and not until then; and then has he practical knowledge.

But let us look a little at something which we know. We know how to write. How have we been taught to write? Has it been more by Nature, or by her assistants, human teachers? In the first place, we have come to have, from a variety of sources, natural systems of penmanship. These are natural, just in so far as they can be easily learned and used. Whatever in them is unnatural, we discard the longer and more frequently we use the pen. How are we taught what to discard? Why, we are self-taught. But what is it to be self-taught? It is to be brought to that which is true and clear and permanent, by natural means, means such as Nature has placed within and about us. In this way, we can, at last, have a hand-writing peculiar to self, one which those who know us, recognize upon first sight. Who has given us this hand-writing, which we throw upon the paper with such rapidity, and render so legible? Its

principles are founded in Nature, every line, every curve and every dot. Man caught them up, interpreted and systematized them. Man caused us to perceive and appropriate them, and Nature enabled us to use them, and to put to them the stamp of our own individuality.

PERMANENCE.

The third object of instruction is permanence. The lessons which have come to us in the course of Nature, are a part of us, as permanent as life itself. These lessons have helped to make us what we are ; and just so far as we have come to comprehend and act in accordance with the teaching of Nature, just so far are we truly educated. Nature's teachings are thus deep and abiding ; they have become a part of our nature. Permanence is largely the result of having acted upon the two principles which we have just been discussing. Truth clearly understood will be permanently the possession of him who has perceived, and understands it. It has sometimes cost the learner a struggle to gain a clear perception of the truth ; but, for that very reason, it has been the more firmly fixed. It may be, that, in some unexpected and novel way, a truth of Nature was taught ; and, in this case, the work is done for the learner's life-time. It makes no difference what good method the teacher pursued, she did her work so that it should stand the test of time. No other knowledge can be to us of much worth. Truth is, in its very nature, abiding. Clearness is, in its nature, fixative. Truth is fundamental ; clearness is essential ; permanence follows from these, in the order of Nature.

SELF-ACTIVITY.

The fourth object of instruction is self-activity. The measure of a man's knowledge is what he can do. We hear much about practical knowledge. What besides this is knowledge ? All true knowledge is practical ; and thus does Nature, as an instructor, secure self-activity. When instruction has become so rooted in our being as to be active, independent of any external excitements, then the highest of its objects has been reached. Has this instruction been in respect to that which is mechanical, the learner has now arrived at that stage, when his motions

contribute to secure the end in view by force of habit, and while he does his work in the most scientific and artistic manner, his mind is free for the performance of other offices. He reads, with no thought of the mechanism of the printed page. He writes, with no labor and care as to the exact forms of the written characters. He forms the combinations of the numbers in addition and multiplication quickly, and without severe mental exertion. He puts his thoughts into clear forms of expression, colloquial or formal, without painful effort. Accurate thinking, logical investigation, clear and fluent speaking, are with him habitual and spontaneous. When an individual has reached this point in respect to those things which are taught in the great school of Nature, then he is naturally educated. The great test of all our knowledge is, that we know the truth, know it clearly, have it permanently, and reproduce it naturally.

SELF-ACTIVITY AS AN EDUCATIONAL TEST.

By this test, the teacher may pass unerring judgment upon his work. No matter what the science in which instruction has been given, the question how much productivity do your pupils evince, and how naturally, how easily are they able to do the work they have to do, will determine the success of your instructions. Be it reading, he whose reading is truest to nature is the best reader. Be it language, he who composes most easily, naturally, gives evidence of highest attainment. Be it mathematics, he who handles the knotty problem in a way to show that the reasoning processes necessary to its solution have become a part of his nature, is mathematically educated. The best artizan does his work with the least nervous and muscular strain. The best artist is the one who is most true to nature. Not the ornate and ostentatious orator charms and convinces, but he who leans most confidently on Nature. We never tire of Nature. And, in the schools in which we are the instructors, the test of all we do, shall be this element of self-activity. Not what and how many sciences; not what and how many books or chapters; but how much in-grained, self-active knowledge; how much natural power. All other tests fail; but this is Nature's test, and it never fails. And now commend we, as the true ends to be aimed at in all instruction, these four: Truth, Clearness, Permanence, and Self-activity; but the greatest of these is Self-activity.

Editor.

THE PROGRESSIVE TEACHER.

The progressive teacher is a *live* teacher. He lives in the present, works for the future, and is not satisfied with past results and past successes. The progressive teacher seems to be born for the work of teaching, because he fits so nicely into his position.

The live teacher has a genius for his work, and this genius shows itself in results, and results are wanted and expected in educational work, as well as in any other business or profession. The progressive teacher is ever on the lookout for the best of everything, which treats on anything pertaining to his chosen profession. He is not all theory, but he is theory and practice combined. Always learning, is his motto. A progressive teacher is never satisfied with what he is doing, even though it is done never so well. When a teacher becomes perfectly satisfied with what he is accomplishing, there had better be a vacancy in his room. If there is any word in the old Saxon which expresses just the characteristic a teacher should possess, it is that old word *grit*. Teachers have so many opposing forces to overcome, they will fail unless they are gritty.

A progressive teacher must be apt. He must not only know what to say, when he says it, but he must know how to say it. Now aptness to teach does not depend upon a certain amount of knowledge of places and things, gained from text-books and observation. One may be able to repeat Webster's Unabridged Dictionary from beginning to end, and yet not know how to teach.

True teaching does not consist in being able to describe rivers, locate cities, solve problems, and analyze sentences. The first thing is the how to do it, and then the knowledge to be imparted; not that knowledge which approximates to certainty, but which is certainty itself.

The progressive teacher does not feel that he knows all there is to know. He is anxious to learn something new, which will the better fit him for the duties of his profession.

The teacher's work is great. But however great it is, he must be greater than his work, not above it but superior to it. He must bring the work up to his standard, not degenerate to the work, and his influence and the results of his labors will be in exact proportion to his power over human minds, and not to his acquirements.

The progressive teacher will keep himself posted on all matters pertaining to his profession. He must have his mind stored with useful and varied information. Teachers deal with minds, not with matter. Intellects are being developed. The work is progressive, and the mind of the thinking people is constantly crying "more, more." In order to supply this constant demand for information on the part of the pupil, the teacher's mind must have a wide range, and embrace facts bearing on all prominent subjects taught in his or her grade. Teachers can exert a powerful influence on the minds of their pupils, by striving to induce them to form habits of investigation when young. Teachers need breadth as well as depth. They need to possess a knowledge of the world around them, so as to be able to draw facts, illustrations and practical hints from any available source. In connection with every department there should be a sort of general information office. Such an office could be found in a class exercise each day, with a newspaper for a text book if you please; or the teacher could draw from his or her own store-house "things both new and old." If the store-house is running low, fill it up. The means for doing this are in your hands, use them. A progressive teacher will not suffer the mind to become like an empty hopper, but he will keep it filled. No person ever reached eminence in any profession without hard labor and persistent efforts. No teacher can retain prominence in his profession without untiring energy and application. The people demand more of their servants to-day, than they did yesterday, and this demand will steadily increase. A live teacher will keep abreast of the times. He will do the little things, and not leave the greater undone.

A science should be taught as a whole, not by limiting the teaching of it to a fragmentary text-book.

Now no science can be well taught unless its principles are made clear to the understanding by facts and illustrations. Education is a science, and it is just as necessary that teachers, in order to be successful should acquaint themselves with the true science of their profession, as it is that physicians, lawyers or ministers should study the science of theirs.

The progressive teacher will make himself acquainted with the science of his profession. The progressive teacher is thoroughly in earnest. He makes no uproar, makes no great profession, but labors on with a will and an energy that never tire. He sees the past strewn with the wrecks of those who failed and fell by the way, and he girds himself anew for the work. The word fail is not in his vocabulary. He places high his aim, and then it is "victory or death." He is never satisfied, so each day brings new plans, new duties, new hopes and new desires. The progressive teacher is a success, and ever will be. Schools, neighborhoods, cities and states will feel his power. Always sowing, so shall he be always reaping.

S. S. Taylor.

ORGANIZED LABOR—AN ORDERLY SCHOOL.

If there is any one force whose tendency is more salutary than all the remaining powers combined, in respect to the order and discipline of the schoolroom, that force is labor. If the teacher can once secure steady and well-directed work on the part of his pupils, he need have little fear of disorderly conduct and disagreeable disturbance in school hours. It is idleness, that breeds the evils which annoy the instructor, and cause a not inconsiderable portion of his time and effort to run to waste.

But there is plenty of work in a disorderly schoolroom. The strain upon the teacher's nervous system is constant and terrible. The spectacle of a baffled, incompetent teacher in charge of an undisciplined, uproarious school, is sad to contemplate and horrible to behold. The poor teacher's condition is pitiable, but that of the pupils is more grievously doleful. The calling which the individual nominally in charge accepted, is very high and

noble, and he is utterly failing to fulfill its duties;—failing at the foundation, and so failing all the way through. And to see a person thus completely unsuccessful and obviously beaten at every point, is unpleasant in the extreme.

But it is worse with those who are seeking instruction and discipline, desirous and deserving to be taught, to be educated. To be sure, their conception of what they want is very vague. They are restless, wild, ungoverned, untaught, save in ways which may be useless or wanton, and they feel but very slight impulses in the direction in which it is the province of the rightly conducted school to lead them. But they have come to what is nominally the temple of learning. They have done, in fact, about all which, at present, they are able to do. Consider them, if you will, of the worst class in its worst estate, the maimed, the halt and the blind. It is nevertheless true, that they have come, or been brought, to the educational Bethesda, and are waiting to be healed of whatsoever disease they have.

I am not unaware, and would not be unmindful, that in the actual presence of a disorderly school, there is often much which is calculated to provoke laughter on the part of the beholder. The actors in the drama seem not to forget, that whether the play is a tragedy or a comedy, there must be catering to what is mirthful in human nature. And so they do much which is droll enough. The teacher's facial expression as he temporarily squelches with a look some boisterous, unstudious youngster; his attitude, as he awes some belligerent into quiescence by gyrations and gesticulations corporeal; his alternate threatenings and coaxings; and, sometimes, even, his foolishly passionate use of "the rod for the fool's back," are not badly adapted to lead forth feelings of the most ludicrous nature.

And then, the boys and girls do not fail to do their part in these scenes. It is to act in these, that they have been trained. Here they are at home. This is their opportunity to exhibit their knowledge, and they are not slow to avail themselves of it. How the entire element required to sustain the chief character in the drama, the teacher, holds itself in readiness for use. No one forgets or omits his part, not a single word of it. It is natural comedy, though the finale is often very tragic.

But from whatever standpoint we view this condition of things, we cannot regard it as desirable. It is not to be wished for, when we consider any of the parties concerned. The part which the teacher plays in it, is not creditable; and the reputation which he achieves, is not to be coveted. The pupil is doing his best, to be sure, but that best seems out of place in the schoolroom; and he came there to seek for a more excellent way. The parents, the tax-payers, and the board of education are represented also in this disorderly house, and American civilization and free schools are scandalized.

It should constantly be borne in mind by teachers, that they have before them those who are growing to be members of society. And we must put into the school what we would wish to see in our communities. The children in the schools are taking on character very rapidly. They can be trained to habits which are commendable and desirable, if their teachers are what they should be. I admit that there will be exceptions, but we should reduce the exceptions to a minimum. We should study and labor to do this. We should form plans with reference to it.

What do we want in this State? It is safe to say, that one of the things most to be desired is industry, well directed industry. Of lawless vagabonds, she has enough. Of men who prefer to steal rather than work, she needs no more. We must, then, put industry into the school, and we must strive to surround industry with those attractions which its nobility deserves. If it is noble for a man to be industrious, then industry is noble in a boy or a girl. If inefficiency and uselessness are detestable in a young lady, the beauty and the joyousness of industry must be made so apparent to the school girl, that she will choose it as the better part for life.

We come back, then, once more, to the place from which we started, and ask, how shall we secure labor in the schoolroom? How shall we manage to rid our schools of rooms in which are seen persons engaged in fruitless endeavors to keep order. The impropriety of a teacher's being compelled to occupy a not inconsiderable portion of school hours in this way, we must acknowledge.

In the first place, I call your attention to that wonderfully wise saying, "As is the teacher, so is the school." The teacher must be what she wishes her school to become. If she wants industry, she must be industrious. It is very inconsistent and utterly useless, for the teacher to sit with book in hand and unprepared, asking the questions of the lesson and complaining that the pupils have not been studious. It will never mend matters with respect to attention to duty and enthusiasm, for her to find fault with her class for not exhibiting these traits, when it is evident enough that her mind and heart have been, and are, as distant from the work in hand, as are those of her younger companions. She must not upbraid her scholars on account of their not having given to their labors the right direction, when until the occasion of the recitation suggested it, she had never thought for a moment as to what was their proper mode of research. She must not expect to find in her school what she does not bring to it.

I have before me the scope and plan of work for six of the degrees in a system of graded schools. The work is designed to cover the space of one month. The degrees for which it has been chosen are not the highest, nor are they the lowest. The highest of them has the high school still above it, and the lowest is preceded by three or four short primary steps. It comprises the grammar, the intermediate and the upper primary degrees. And it should be remembered that in these grades, many of our boys and girls do their most earnest, independent school work. Below them they have been too young to be, in any very important sense, independent thinkers and workers, and above them they never pass.

As I was thinking upon the question of how to discipline a school, that is, how to render it efficiently industrious and loyal, my mind came to dwell more upon the organization of the school, than upon anything else. The foundations of a good school are laid in its organization. The administration is in no danger of being overestimated, but the organization is fundamental. It is to the school what the constitution is to a constitutional form of government. I decided, at last, to put myself in

the place of an intermediate school teacher, and to think out, as well as possible, the organization, management, and instruction of an intermediate school. You will bear with me, if I give you in detail the steps which I took. There is more which will be generally useful in them, than there could be in whatever else I could write upon school organization.

I first wrote upon a slip of paper the following: Intermediate school, C grade. Studies: Practical Arithmetic, Intellectual Arithmetic, Geography, Reading, Spelling, Grammar, Penmanship. Exercises: Opening, Musical, Rhetorical, General. My school numbers fifty pupils, and I have charge of it alone. I decided to manage it in two sections or divisions, in everything except music, penmanship and rhetorical and general exercises. These divisions I made as nearly upon the basis of equality as possible, intending to cause a healthful rivalry to spring up and be maintained between them. I went to work next, to determine for how many periods I must arrange upon my daily programme. Since there are to be two divisions in the branches and exercises not excepted above, I have the following as my daily bill of fare, not considering, in this connection, the element of time.

Opening Exercises, 1 period; Practical Arithmetic, 2; Intellectual Arithmetic, 2; Geography, 2; Reading, 2; Spelling, 2; Grammar, 2; Penmanship, 1; Music, 1; Rhetorical exercises, 1; General Exercises, 1; Recesses, 2. Total 20.

My next consideration had reference to time. This I reckoned in minutes, as follows:

From 9 A. M. to 12 M.,	- - - - -	180 min.
“ 1:30 P. M. to 3:30 P. M.,	- - - - -	120

Total time of school sessions,	- - - - -	300 min.
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From this I made the following deductions:

For recesses, A. M. and P. M.,	- - - - -	30 min.
“ opening exercises, A. M.,	- - - - -	10
“ singing and musical drill,	- - - - -	15
“ rhetorical exercises	- - - - -	15
“ general exercises	- - - - -	15
“ penmanship,	- - - - -	20

Total,	- - - - -	105 min.
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300 min.—105 min. leaves 195 min., the time of each day which is to be used in other matters not yet provided for. I distribute this time as follows:

Practical arithmetic, 2 classes,	25 min. ea.	50 min.
Intellectual " "	15 "	30
Geography, " "	15 "	30
Reading, " "	15 "	30
Spelling, " "	15 "	30
Grammar, " "	15 "	30

Total, - - - - 200 min.

Adding 200 min. to 105 min. I have 305 min., and as I have but 300 min., I conclude to give only 10 min. daily to rhetorical exercises, and thus am ready to prepare my daily time table and order of exercises.

In the preparation of this, I bring to mind, and consider, one or two preliminary matters. In the first place, what tasks will I assign for out-of-school work? One of my divisions will, if I adopt the plan already suggested, have to recite as soon as the opening exercises are over in the morning. Of course, this lesson should be prepared at home. Here and now I will give to these divisions names. They shall be called *Section One* and *Section Two*. Section one, then, should prepare their morning lesson at home. And I will arrange the programme so that Section Two shall recite first in the afternoon, and will require them to prepare that lesson at home. But it will be desirable that to each division some other task should be assigned for out-of-school preparation. This I shall wish, and this the pupils will find necessary, because that, in the introduction of general and rhetorical exercises, it has been my intention to require, that, from suggestions and facts given, there should be made way for certain written work on the part of the scholars, somewhat in the nature of composition-writing, although it might not be known by any such terror-bearing name; also, that, in some cases, short pieces for declamation should be committed for recital, &c., and that time should be found for the drawing of maps, &c. It is necessary, then, for me to decide upon two studies in which the pupils shall prepare themselves out of school. The lesson which will be recited first for each morning

is Intellectual Arithmetic. Section One must be prepared with this, and no time will be given for its preparation in school-hours. This I establish, and no want of readiness on the part of many or few, will move me to change in respect to it. 'It is a law which goes into effect on the second morning of the school month. First in the afternoon, Section Two will recite in spelling. This lesson they prepare at home. The other lesson which the pupils are required to prepare out of school is, for both divisions, geography. It should be understood also, that such other preparation as the pupils have the pride and the enthusiasm and the physical ability to make, is to be commended and encouraged, while the teacher is to treat all, from the outset, as though she feels that each is determined to do all in his power. I am now ready to arrange my "Daily Order." I shall need a vertical column in which to indicate Time, another for Section Two, another for Section One, and a fourth for The Whole School. I take my paper, rule it, and give it the proper headings, giving *time* the extreme left; *Section One* the left, and *Section Two* the right, of *The Whole School*. Now, when this is done, it is certain that everything will not at once fall into place. There must be a nice discrimination as to the order in which it is desirable that the exercises of the school should follow one another. And then the division of time must be such as to bring in recesses aright.

I have already decided, that the opening exercises shall occupy *ten* minutes, so that goes down at once in the column for "whole school." The exercises I conduct during those minutes. They are sacred to that purpose, and I use them for it. Nothing diverts me from my original design. Tardy pupils cannot be tolerated. They must not intrude upon this time, or the time allotted to any of the periods which follow. I am determined with respect to this. It is a rule which I make to give the key note of the day, and I have no hope that I shall succeed in enforcing others, until I have made it thoroughly and universally operative. It was also decided, that Section One should make the first recitation in Intellectual Arithmetic. To this *fifteen* minutes were to be given,—no more, no less,—promptly begun, promptly closed,—a plan for everything. I have thought out a programme; I know, that by carrying it out in practice, I shall curtail the chances of wasting time on the part of myself and my pupils, and shall give less opportunity for idleness and mischief. Then I go on. My second recitation period of fifteen minutes gives section one an opportunity to study Practical Arithmetic, and section two to recite Intellectual Arithmetic. My recitations in arithmetic are all disposed of before recess.

Without further details, I here give you the

DAILY ORDER.—A. M.

TIME.	SECTION ONE.	WHOLE SCHOOL.	SECTION TWO.
9:00—9:10		Opening Exercises.	
9:10—9:25	R. Int'l. Arithmetic		S. Int'l. Arithmetic.
9:25—9:40	S. Prac. Arithmetic		R. Int'l. Arithmetic.
9:40—10:05	R. Prac. Arithmetic		S. Prac. Arithmetic.
10:05—10:30	S. Reading		R. Prac. Arithmetic.
10:30—10:45		Recess.	
10:45—10:55		Rhetorical Exercises.	
10:55—11:10	R. Reading		S. Reading.
11:10—11:30		Penmanship.	
11:30—11:45	S. Grammar		R. Reading.
11:45—12:00		General Exercises.	

P. M.

1:30—1:40		Singing.	
1:40—1:55	S. Spelling		R. Spelling.
1:55—2:10	R. Spelling		S. Grammar.
2:10—2:15	Study		Study.
2:15—2:30		Recess.	
2:15—2:45	R. Geography		Study.
2:45—3:00	Study		R. Geography.
3:00—3:15	R. Grammar		Study
3:15—3:30	Study		R. Grammar.
		Dismission.	

REMARKS.—R. for recite in; S. for study. I have not designated in all cases, the topics for study, but these should always be definitely assigned by the teacher.

Now I am convinced, from thought, observation and experience, that so long as work of this sort is done by the teacher; so long as this sort of preparation is made by her; so long as she is herself loyal to the school work, and earnestly adheres to plan; so long as she holds the pupils kindly, but without fear or favor to the duties she has assigned for them to perform; just so long she will have few and increasingly few tough cases of discipline. They may come, in one way or another, at first, and they may, and probably will, require in their successful handling whatever of wisdom and tact she may command. But if they are met with a cheerful determination of honest self-sacrifice at first; if parents are visited, as may be necessary, and principle is not sacrificed; then there shall be grand and glorious success. And soon the school room is transformed from a place of disorder and of idleness, a place where teaching is impossible, and where belligerents do congregate, to an abode of happiness and contented labor, a place where right habits are fostered and made strong, a place where order reigns and where American civilization is taking on its noblest forms.

The spirit which will make a good intermediate school, is the spirit which is required to render all our schools successful. Let us have plans thoroughly wrought out and rigidly adhered to, and let us have *well-directed* labor on the part of both teacher and pupils.

Editor.

STATE DEPARTMENT.

AN ACT to provide for the management and government of common schools and school districts, repealing all general laws relative thereto.

Be it enacted by the Legislature of the State of Minnesota:

TITLE ONE.

PUBLIC SCHOOLS.

SECTION 1. Every school district in the State that has been set off and established, under general laws, or by special charter, or which may be hereafter formed, set off or established, is hereby declared to be a body corporate, to be known and designated by the name and style of School District Number _____ in the county of _____.

Provided, however, That such districts as have adopted, or may hereafter adopt any other name, such name may be prefixed to said title, "School District," and by such designation may contract, and be contracted with, sue and be sued, in any of the courts of this State having competent jurisdiction.

Sec. 2. All schools supported wholly or in part by the State current school fund, shall be styled the "Public Schools," and admission to them shall be free and without any charge to all persons between five and twenty-one years of age, residing in the district. *Provided*, however, That boards of trustees and boards of education may suspend or expel pupils for insubordination, immorality or infectious disease.

Sec. 3. School districts shall be, and they are hereby classified as follows: First, common school districts, embracing all districts organized under title one of chapter thirty-six of the general statutes of Minnesota, or that may hereafter be organized under title one of that act; Second, independent school districts, embracing all districts organized under title three of said chapter thirty-six, or that may be organized under title three of this act, and their special school districts, embracing all districts organized or that may hereafter be organized, wholly or in part, under any special law of this State.

Sec. 4. The numbers of districts now existing and numbered in each county, shall be continued to such districts respectively; and such districts as may hereafter be formed, shall be numbered in the several counties in consecutive order, by the county auditors, who shall make and keep, in the records of their offices respectively, a clear and well defined description of each school district, and of such formations and alterations as may be made from time to time.

Sec. 5. Every district shall hold in the corporate name of the district the title of land and other property now owned, or which may hereafter be acquired for school district purposes in such districts, and no property held by school districts for public school purposes, shall be subject to taxation.

Sec. 6. When the title to lands or other property held for school purposes is in doubt, or is vested in other parties than those prescribed in the preceding section, the trustees of the district or board of education shall procure the title to such lands or other property, to be vested as provided therein.

Sec. 7. The county commissioners of the several counties in the state may form new school districts, alter the boundaries of districts, or unite districts, upon the petition of a majority of the freeholders who are legal voters, residing in each district, to be selected thereby.

Sec. 8. Upon presentation of any such petition, the county commissioners shall appoint a time and place for a hearing upon it, and shall post notice thereof setting forth the substance of the petition, and the time and place of such hearing, in three of the most public places in the territory to be affected, and cause to be served a copy thereof upon the clerk of each district to be affected at least ten days before the time appointed for such hearing.

Sec. 9. At the time and place so appointed for such hearing, the commissioners having publicly read the petition, shall proceed to consider the same, with anything which may be said by interested persons for or against granting the prayer of the petitioners. At the conclusion of such hearing, which may be adjourned from time to time, they shall cause to be entered upon the records of such board their decision, which shall be in the form of an order particularly describing the districts affected thereby, signed by the chairman and attested by the auditor, who shall, if the action of the commissioners be affirmative, cause a copy thereof to be filed with or addressed by mail to the clerk of each district affected; *Provided*, That when the territory of the district or the districts to be affected by such formation, alteration or consolidation consists of parts of two or more counties, the petition shall be presented to the commissioners of such counties who shall in a joint board hear the petition in the manner directed, and the determination of such joint board shall be entered upon their records in the several counties by the several county auditors who shall file the copies thereof with the clerks of districts affected thereby, in their respective counties in the manner directed; *Provided further*, That if any five or more voters who are freeholders residing in the district, who may feel aggrieved by the alteration or organization of their district, shall make a written application to the county commissioners for a rehearing, of any matter in relation to school districts, upon which they have entered their order; said commissioners shall cause notice of a rehearing of such matter to be served upon the clerks of districts and posted as provided in section eight; and at the time and place stated in such notice, they shall hear such grievance and make such order in the premises as they may think justice requires; *Provided further*, That upon a petition of any legal voter to said commissioners stating that it is the desire of the petitioner to be set off from the district in which he then is, to some district adjoining the same, which petition shall show that the petitioner is a resident of, and a freeholder in the district from which he desires to be set off, and that his land is adjoining the district to which he wishes to be attached, and also the reason for the same, which petition shall be verified by the oath of the petitioner to the effect that the statements therein contained are true to the best of his knowledge and belief; then said commissioners, having given notice as provided in section eight, may change the boundaries of the district in which said petitioner resides, so as to set him off to some other district adjoining the same, whenever it shall seem to them just and proper to do so; *Provided further*, That the county commissioners of such organized counties as contain nominal school districts, in which officers shall not be elected within one year after their formation, or territory not embraced in any school district, shall set off, and attach all such territory, to existing organized districts adjoining.

Sec. 10. The officers of each common school district shall be a director, a treasurer and a clerk, who shall be elected at the annual meeting, which shall

be held on the first Saturday in October of each year; and their term of office shall commence on the twelfth day of the month in which they are elected, and continue three years and until their successors are elected and qualified; *Provided*, That of the boards elected at the annual meeting in October, 1872, the director shall hold his office one year; the treasurer two years, and the clerk three years, and thereafter one trustee shall be elected annually. But when a new district is formed, a meeting for organization may be called by a notice stating the object of such meeting, signed by three freeholders or house holders residing within the limits thereof, and posted in five conspicuous places in the district ten days before the time fixed for holding such meeting, and such meeting so called shall have the same powers as annual meetings; *Provided*, That the board of trustees elected at such meeting shall hold their respective offices till the next annual meeting; and, of the officers elected by any district at the first annual meeting after its organization, the director shall hold his office one year, the treasurer two years, and the clerk three years.

In case of any vacancy in the board of trustees the vacant office shall be filled by the remaining members, until the next annual meeting when the vacancy shall be filled by election for the unexpired term.

Sac. 11. Annual meetings shall be held at seven o'clock P. M. unless a different hour shall have been fixed by vote at the last preceding annual meeting.

Sac. 12. All persons elected as district officers under this title, shall within ten days after notice thereof by the clerk, file their acceptance of the same in the office of the district clerk.

Sac. 13. The director, treasurer and clerk of each common school district shall constitute a board of trustees, and in that capacity have the general charge of the interests of schools and school houses in their district; shall lease or purchase, in the corporate name of the district, a site for a school house designated by a majority of the legal voters of the district; shall build, hire or purchase a suitable school house with the funds provided for that purpose; and when directed by a majority of the qualified voters at any legal meeting of the district, may sell or exchange any such site or school house; and it shall be the duty of said board of trustees, when such school district shall have determined, by a majority of qualified voters at any legal meeting thereof, to open more than one school, to grade said schools so determined to be opened, assigning to each school its proper grade of scholars; and any two of such board may do any act which the board as such are authorized to do.

Sac. 14. Each member of the board of trustees shall visit the school at least once in each term, and give such advice to the teachers as may be for the benefit of the school, and said trustees shall submit to the legal voters of their district, at their annual meeting, an estimate of the expenses of the district for the coming year, including in their estimate a school for at least three months and all things necessary for such school.

Sac. 15. The board of trustees shall hire for and in the name of district such teachers only as have a certificate of qualification, and make a written contract with such teacher, specifying the wages per month and time employed as agreed upon by the parties, and file such contract in the office of the clerk; *provided*, that the term month, whenever it occurs in any section in this act, shall be construed to mean four weeks of five days each. They shall provide fuel for the schools of the district. If voters of the district make no provision for fuel at their annual meeting; shall furnish all things necessary for the school house during the time a school shall be taught therein; which shall be, at least, three months in each school year, and such further time at the district, by vote, may direct.

Sac. 16. All instruction in the common school districts shall be given in the English language, ex-

cepting that the board of trustees may provide for instruction, during one hour only, of each day, in any one of the foreign languages.

Sac. 17. The director shall appear for and in behalf of his district in all actions brought by or against it whenever no other direction is given by a lawful meeting of the legal voters thereof.

DUTIES OF DISTRICT TREASURERS.

Sac. 18. The treasurer of each district shall receive and pay out all moneys appropriated to or belonging to his district and keep an accurate account of the public school fund and of the district fund or funds raised by tax.

Sac. 19. The treasurer of each district shall execute a bond to the district in double the amount of money, as near as can be ascertained, which will come into his hands as treasurer, during his term, with sufficient surety to be approved by the director and the clerk, conditioned for the faithful discharge of his duties. Such bond shall be filed with the clerk of the district, and in case of any breach of any condition thereof, the director shall cause an action to be commenced thereon and prosecuted in the name of the district, and the money when collected shall be applied to the use of the district. The treasurer failing to give a bond as provided herein or for any cause being unable to attend to his duty, the director and the clerk of the district shall proceed to appoint another treasurer, who shall give bond as required herein.

Sac. 20. The treasurer shall present and file with the clerk three days before each annual meeting, a report in writing signed by him, and containing a statement of all moneys received by him during the year preceding and of all his disbursements, exhibiting vouchers therefor; also the amount received by him of taxes assessed upon the taxable property of the district during the year, the purpose for which they were assessed, the amount assessed for each purpose, which report shall be recorded by the clerk; and if it appears that there is any balance in the hands of the treasurer, he shall pay such balance to his successor in office upon his filing his bond as prescribed in section nineteen. The director and clerk shall examine said report, and if correct, they shall endorse the same.

DUTIES OF DISTRICT CLERKS.

Sac. 21. The clerk shall record the proceedings of the district meetings and of the board of trustees in a book provided for that purpose by the district; he shall enter therein copies of all his reports made to the county auditor or county superintendent; keep and preserve all records, books and papers belonging to his office, and deliver the same to his successor in office; he shall act as the clerk of the district in all its meetings, or if absent, record the minutes of the clerk *pro tem.*, and keep an account of all expenses of the school and school house, and of out-buildings, fences, wood, stoves and all the conveniences of the school room, such as maps, charts, black-boards and school libraries.

Sac. 22. The clerk shall give at least ten days' notice of each annual or special meeting by posting three notices thereof in conspicuous places in the district. Every notice for a special meeting shall set forth all the objects for which such meeting is called. Special meetings shall be called on the order of the board of trustees, or by the written request of five or more freeholders of the district; *Provided*, That whenever there is no district clerk, or the clerk refuses or neglects for three days to post notices for a special school meeting after being requested in writing by five or more freeholders of the district, a special school meeting may be called by posting three notices thereof in three conspicuous places in the district, duly signed by five or more freeholders or householders, being qualified electors in the district; *And provided fur-*

Sec. 23. That at any annual meeting the legal voters present may act upon any matter properly before them, except the raising of money for building or purchasing a school house, or fixing the site thereof, without its being particularly set forth in the notice. The clerk of each school district, shall before the tenth day of October in each year, make an enumeration of all persons over five and under twenty-one years of age residing in his district on the thirtieth day of September in each year, showing the age and sex of each, but not including in such enumeration persons in charitable or reformatory institutions being educated at the expense of the State. The clerk shall report to the county superintendent the time of the commencement of each term of school, two weeks before the time of the commencement of such term.

Sec. 23. The clerk of each school district shall, on or before the tenth day of October in each year, make and transmit to the county superintendent a report in writing, showing:

First. The names of all persons male and female, distinguishing the age of each respectively, between the ages of five and twenty-one years, residing in his district on the last day of September preceding the date of such report, and if his district be a joint one, composed of territory lying in two or more counties, he shall report to each of the county superintendents of the counties in which the parts of the territory are situated, the number of scholars only embracing in the county of each.

Second. The number who have attended school within the year.

Third. The length of time a school has been taught by a qualified teacher, and the amount of wages paid to teachers within the year.

Fourth. The amount received from the county treasurer within the year of money apportioned by the county auditor.

Fifth. The amounts received from the county treasurer arising from district taxes collected, the purposes for which such taxes were levied, the manner in which said sums have been expended, the condition of schools, houses and grounds, the text books used, and such other facts as the superintendent of public instruction may require.

Sixth. An attested copy of his record of the proceedings of the annual school meeting of his district including the names of newly elected trustees and the post office address of them severally, which report shall be verified by the oath of the clerk, which may be administered by any officer authorized to administer oaths, or by the county superintendent, who is hereby authorized to administer the same in such cases.

Sec. 24. The clerk of the district shall, on or before the tenth day of October in each year, furnish to the county auditor an attested copy of his district record, stating the amount of money voted to be raised by the district for school purposes at any annual or special meeting within the year.

Sec. 25. When a tax is voted by a district composed of parts of two or more counties, the clerk shall, on or before the tenth of October of that year, transmit to the county auditor of each of the counties a statement of the amount so voted. The said auditor shall thereupon transmit, each to the other, an abstract of the assessment in that part of the district in their respective counties, and shall levy the amount required in proportion to the amount of property in that part of the district situated in their respective counties. The money arising from such assessment shall be drawn by the district treasurer from the county treasurer of each county in which the district is situated. The number of scholars in each fraction of the district shall be returned to the superintendent of the county in which said portion of the district is situated, and all moneys apportioned shall be drawn by the district in the same manner as when the district is in one county.

Sec. 26. When any new school district shall be

formed, either from territory not heretofore included in any organized district, or by a change in the boundary of old districts, or upon any change in boundaries affecting the enumeration or census of persons of school age in such districts, it shall be the duty of the clerk of each district sooted by the creation of such new district, forthwith to make an enumeration of the persons in his district (as now required by law) on the thirtieth day of September, and return the same to the county auditor, whose duty it shall be to take such returns as a basis for the apportionment of school funds to such districts on the last Wednesday of March and October of that year.

Sec. 27. The clerk shall draw orders on the treasurer of the district for the payment of teachers, or for any other lawful purpose, and when such orders are attested by the director, they shall be paid by the treasurer. Each order shall be dated and numbered, state the service or consideration for which it was drawn, and the person rendering such service or consideration, and shall be recorded in a book kept by the clerk for that purpose. The clerk shall procure from the county superintendent of schools, and furnish to the teacher a register for his school, which register shall be deposited by the teacher with the clerk at the close of each term, and before any money shall be paid or order drawn for the payment of such teacher. The clerk shall procure from the county superintendent, blanks upon which to make his reports to such superintendent. The clerk shall procure from the county auditor, record books and blanks for the use of the clerk and treasurer of the district, containing such forms and instructions as may be prescribed by the state superintendent of public instruction. The county auditor of each county may procure and furnish to the clerk of each school district in his county such record books and blanks, the expense of which shall be paid by the county treasurer out of the funds arising from the two mill school tax, to be paid on the warrant of the county auditor. **Provided,** That if any order drawn for the payment of a teacher, is presented to the treasurer for payment, and is not paid for the want of funds, the treasurer shall make a written statement over his signature, by endorsing on such order, with date showing such presentation and non-payment, and shall make and keep a record of such endorsement; such order shall thereafter draw interest at the rate of ten per cent. per annum until the treasurer shall notify the clerk in writing that he is prepared to pay such order.

Sec. 28. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money, authorized by a vote of a majority of the board to be paid, the orders may be drawn by the director and paid by the treasurer, a statement thereof, with a copy of such orders being delivered to the clerk by the treasurer, or the office of clerk may be declared vacant, and filled by appointment.

Sec. 29. It is hereby made the duty of the county auditor to file the copy of said record referred to in section twenty-five, and levy the amounts specified therein upon the real and personal property of the district, and to enter upon his assessment roll for the year, in a separate column, the tax levied thereon. **Provided,** That the county auditor, in extending such tax, shall not be required to use as a rate per cent. any fractional part of a mill other than a half mill.

Sec. 30. The county auditor, on the last Wednesday of March, and on the last Wednesday of October of each year, shall make apportionment of the money in the county treasury for the support of schools among the several school districts in the county, in which a school has been taught for three months during the year by an authorized teacher, which apportionment shall be in

proportion to the number of persons in the district between the ages of five and twenty-one years, as shown by the reports of the several districts, and he shall transmit to the clerk of each district a copy of the apportionment of said district. Provided, That this section shall not deprive districts which have been organized within one year, of their apportionment.

Sec. 31. It shall be the duty of each county auditor in the State, on the last Wednesday of March, and on the last Wednesday of October of each year, to make a report to the superintendent of public instruction, showing the whole amount of money by him apportioned on that day among the several school districts in this county; the sources from which said money was received into the county treasury; the aggregate number of scholars in the county, and the number of districts receiving a portion of said school money, and upon the violation of the provisions of this section he shall forfeit the sum of fifty dollars to the benefit of the school fund of his county.

Sec. 32. The county auditor of each county shall transmit to the state superintendent of public instruction the name and post office address of the superintendent of schools in his county, as soon as such officer has been qualified.

DUTIES OF COUNTY TREASURERS.

Sec. 33. The county treasurer shall pay over upon the order of the county auditor, to the treasurer of any school district only, or upon his written order, any money in his hands belonging to said school district, by any apportionment, or by collection of any delinquent taxes, or other money belonging to said district, but the county treasurer shall pay no school moneys to any district treasurer until such district treasurer has filed in the office of the county auditor notice from the clerk of his district, countersigned by the director thereof, that such district treasurer has filed in the office of the district clerk his official oath and bond, as provided in section nineteen aforesaid.

POWERS OF DISTRICT SCHOOL MEETINGS.

Sec. 34. The legal voters, when lawfully assembled, not less than five being present, shall have power, by a majority of votes of those present:

First.—To appoint a moderator.

Second.—To adjourn from time to time.

Third.—To elect a director, clerk and treasurer, and when necessary, to choose a clerk pro tem.

Fourth.—To designate a site for a school house; provided, that the site for a school house shall not be changed after having been designated without having two-thirds of the legal voters of the district voting in favor of such change.

Fifth.—To vote an amount of money to be raised by a tax on the taxable property of the district, sufficient, with the apportionment of the common school fund, to support a school the length of time voted by the district in addition to the three (four) months required by law; to purchase or lease a site for a school house, and to build, hire or purchase such a school house when the same is necessary; to keep in repair, and provide the same with the necessary furniture and appendages; to procure fuel, and to purchase or increase a library and school apparatus. But no school district shall in any one year levy a tax exceeding eight mills on the dollar, for the purpose of building a school house, or leasing or procuring a site for a school house. Provided, That any district in which the above rate will not produce the sum of six hundred dollars, may raise by a tax a sum not exceeding six hundred dollars; provided the rate of such tax levy does not exceed twenty-five mills on the dollar on all taxable property of the district.

Sixth.—To repeal or modify their proceedings from time to time; provided, the board of trustees may have power, and it shall be their duty, to levy a tax sufficient to support a school three months of the year without a vote of the district, and it shall be their duty to provide such school; and the legal voters may vote to have a school any length of time more than three months; Provided, The legal voters of any school district containing less than ten voters, when lawfully assembled, not less than three being present, have power, by a majority of the votes of those present, to do and perform all the acts mentioned in the several subdivisions of this section, except that such meeting shall not vote a tax to exceed in amount one hundred dollars in any one year.

GENERAL LAWS.

Sec. 35. The trustees or board of education of any school district in this state, are hereby authorized and fully empowered to issue the orders or the bonds of their respective districts, with coupons, in such amounts and at such periods as they may be directed, by a vote of two-thirds of the legal voters present and voting at any legally called meeting of the same; said orders or bonds to be payable in such amounts and at such times, not exceeding ten years, as the legal voters thereof at such meeting shall determine, with interest not to exceed twelve per cent. per annum, payable annually, which orders or bonds and coupons shall be signed by the director and countersigned by the clerk of said district, or by the president and clerk of the board of education. Provided, That nothing herein contained shall be construed to authorize the issuing of such orders or bonds, unless two-thirds of all the legal voters present and voting shall vote in favor thereof, at an annual or special meeting of the legal voters of said school district.

Sec. 36. No bonds shall be issued or negotiated under authority of this act by any board of trustees or board of education for less than par value; nor shall such bonds or the proceeds thereof be used or appropriated for any purpose other than the purchase of a site for, and in the erection, completion and furnishing of a school house in and for the district issuing such bonds.

Sec. 37. The board of trustees or board of education of any district issuing such bonds, shall on or before the tenth day of October next, after the date of such bonds, and each and every year thereafter, on or before the tenth day of October, until the payment of such bonds and interest is fully provided for, levy and in due form certify to the auditor of the county or counties in which such district is situated, a tax upon the taxable property of such district equal to the amount of principal and interest maturing next after such levy, and in the discretion of the board such further sum as it shall deem expedient, not exceeding twenty per cent. of such maturing bonds and interest, which taxes shall be paid in money, and shall constitute a fund for the payment of such bonds and the interest thereon.

Sec. 38. All taxes levied, or orders, or bonds issued since February 28th, 1866, and prior to March 1, 1867, by school districts in this State, for purchasing site for, and the erection, completion and furnishing school houses, are hereby legalized and declared valid.

Sec. 39. All taxes raised by virtue of this title, or for any public school purpose in pursuance of law, shall be levied and collected in like manner, and by the same persons, as county taxes are levied and collected.

Sec. 40. Every teacher shall procure a register for his school from the clerk of the district, keep a daily record of attendance and of such other matters as may be required in such register, and receive all persons sent to him between the ages of five and twenty-one years, residing in the district; and such

other persons as may attend school under any arrangement with the board of trustees; *Provided*, That the board of education and boards of trustees shall have sole power to admit the attendance of persons over the age of twenty one years, or non-residents of their districts, upon the payment of such rates of tuition as may be determined by the board; *Provided further*, That admission to any school or classes under the provisions of this act, or any special school law of this State, sustained in whole or in part by State school funds, shall be gratuitous to the children of all actual residents in the district wherein such school is taught, between the ages of five and twenty-one years and to all other persons between the same ages who may be in good faith living in said district, and have not come into the same for the purpose of attending school.

Sec. 41. Any teacher duly qualified and having complied with the provisions of the school laws, and having fulfilled his contract with a district to teach shall be paid out the first moneys in the district treasury for payment of any claims for teachers' services rendered subsequently; and no money for teachers' wages in any district treasury shall be applied to any other purpose. And any school district treasurer who shall violate the provisions of this section, shall be personally liable to the teacher who was entitled to such moneys, which may be recovered against such treasurer and his bail in any court having jurisdiction of the action, provided that nothing herein contained shall authorize the treasurer to pay teachers out of any money other than that raised or apportioned for the payment of teachers.

Sec. 42. For the purpose of maintaining public schools, the commissioners of each county shall levy an annual tax of one-fifth of one per cent, on the amount of the assessment made by the assessor for the same year, which tax so levied shall be extended upon the assessment rolls of the year, by the county auditor, in a separate column, and this shall be collected in the same manner and by the same person as other county taxes are collected, except that the school tax shall be collected in gold and silver, or United States national currency, and the money so collected shall be paid into the county treasury for the support of public schools, to be apportioned as provided in this title. As a further provision for the support of schools, there shall be set apart by the county treasurer of each county, the proceeds of all fines for the breach of any penal law in this state not otherwise appropriated by law, and all moneys arising from the issuing of liquor licenses, and from unclaimed moneys arising from the sale of estrays as provided for by amendment to section twelve, chapter nineteen, of the general statutes. And the county auditor shall open an account with each district in his county, and keep an accurate account of all moneys received by or due to each of said districts, and all such matters as are necessary to show the condition of accounts between each of said districts and the county treasury; and for this purpose he shall examine any or all of the books in the office of the county treasurer.

Sec. 43. Nothing herein in changing the title, condition or relation of existing school district property, shall affect or prejudice any right of such district to enforce by law against the proper parties thereto, any contract, right, obligation or cause of action now existing, or prejudice any right of any party who holds any contract, obligation, right or cause of action, or lien upon any such district or the property thereof.

Sec. 44. If any differences of opinion arises among the officers of the districts, towns or counties, who are empowered to carry out the provisions of this title relative to the legal construction of the same, the attorney general, on

the written application of the superintendent of public instruction, submitting such questions of doubt or difference, shall give his legal opinion in writing to such superintendent on the points thus submitted; and his opinion thus given, shall be binding until annulled by the judgment or decree of a court of competent jurisdiction.

Sec. 45. When a district has a library, the board of trustees or board of education may appoint a librarian, and make all needful rules for its circulation, preservation and increase.

Sec. 46. Each of the incorporated towns and cities in this State having by their several charters a common or special school system, shall, by its clerk or some proper officer thereof, make to the school superintendent of their proper county a report of the enumeration of scholars and other matters by this title made necessary to be reported the same as is required of other school districts, and shall be entitled to apportionments of public school funds, to be apportioned and drawn substantially as provided by law.

PENALTIES.

Sec. 47. If any child of suitable age is denied admission to, or any scholar suspended or expelled without sufficient cause, or on account of color, social position or nationality, from any public school, the board by whose direction the offense was committed, shall forfeit and pay a fine of fifty dollars for each offense; and nothing herein or in any act amendatory thereto shall be so construed as to authorize any school trustees, board of education, or other school officer or authorities to classify the scholars with reference to color, social position or nationality, or to set apart the children so classified into separate schools without their consent and the consent of the parents or guardians of such children. And no town, city or school district, which shall offend in this respect, or in which any child of suitable age shall be refused admission to any school in the proper locality or ward on account of color, social position or nationality, shall be entitled to any portion of the school funds of this State. And it shall be the duty of the state superintendent of public instruction in making apportionments of school funds in all cases when satisfied of the commission of such offense, by complaint of the aggrieved party or otherwise, to withhold from the county wherein the offense was committed an amount of such school funds proportionate to the school population of the town or city committing such offense; and it shall be the duty of the auditor of such county to withhold all said state school funds from the city or town in which such offense was committed.

Sec. 48. Every person duly elected to and accepting the office of director, treasurer or clerk of any school district or member of board of education who shall neglect or refuse to enter upon the duties of his office, and serve therein faithfully, shall forfeit the sum of ten dollars to the use of said district, which may be collected by action before any justice of the peace in the county, to be prosecuted by the director of the district, or by any legal voter therein.

Sec. 49. Any failure on the part of a clerk of a school district to make report to the county superintendent, as provided by law, shall be punishable by a fine not to exceed fifty dollars, for the use of the district.

Sec. 50. Any school district clerk who shall draw an order upon the district treasurer, directing the public school funds from their legitimate channel, shall be held personally responsible for twice the amount of such order.

Sec. 51. Any school district clerk who shall neglect to keep the books and records of the office in the manner prescribed by law, or shall

refuse to deliver up the books and papers belonging to his office as clerk, to his successor in office shall be liable to a fine of ten dollars for each offense.

SEC. 52. If any county superintendent of schools shall fail to make, and report to the auditor of his county on the day before the last Wednesday in October of each year, an abstract of the annual reports of the several district clerks in his county, showing in tabular form the number of persons between five and twenty-one years of age residing in the several districts, on the last day of September previous, and the number of months of school taught in each district by a legally qualified teacher, as shown by the annual reports of school district clerks, legally made to him, for the school year ending September 30th, last past; and to make his statistical and written report to the state superintendent of public instruction on or before the first day of November in each year, embracing the several items included in section twenty-three, he shall be deemed guilty of a misdemeanor, and he shall forfeit for every such omission the sum of fifty dollars, to be deducted from his salary by the county commissioners.

SEC. 53. It is hereby made the duty of any and every officer to whom reports are by law required to be made in relation to schools and school districts, in case any officer shall have failed to make any report required by law, within the time fixed by law for making such report, and for which failure a penalty is prescribed, to give in writing immediate notice to the delinquent and to the county attorney of the proper county of such failure.

SEC. 54. It shall be the duty of the county attorney, on receipt of the notice mentioned in the preceding section, to institute legal proceedings to collect with proper costs the prescribed penalty in the name and for the use of the proper county or district.

SEC. 55. No teacher, state, county, township, or district school officer shall be interested in the sale, proceeds or profits of any book apparatus or furniture used or to be used in any school in this State, with which such officer or teacher may be connected; *Provided*, That no person interested in any manner, directly or indirectly, in the sale or manufacture of school books, apparatus or furniture, shall hold any office in any school district or board of education in any incorporated city, village or town, nor shall any such person be eligible to or remain a member of any school district board or board of education.

SEC. 56. Any such teacher or officer who shall receive any commission or compensation, either directly or indirectly for the sale of any book apparatus or furniture, used or to be used in any school in this State, upon conviction thereof, by complaint before a justice of the peace, shall be fined not less than fifty nor more than two hundred dollars for each such offense.

SEC. 57. Whenever any school officer shall violate any of the provisions of the school law to which a penalty is attached, it shall be the duty of the county attorney of the proper county upon complaint of the county superintendent, or other person interested in having the law administered, to institute legal proceedings to collect with proper costs the prescribed penalties, in the name and for the use of the proper county or district.

TITLE II.

COUNTY SUPERINTENDENTS.

SEC. 58. The county commissioners of each and every county of the State, excepting the counties of Todd, Wadena, Otter Tail, Clay, Becker, Wilkin, Traverse, Polk, Pembina and Beltrami, shall, at the January session of the board in the year 1874, and biennially thereafter, appoint a fitting person of high moral character and literary attainments, and who holds a first grade certificate from the state superin-

tendent of public instruction, or the president of the state university, or county superintendent of schools, who shall enter upon the discharge of his duties upon the first Tuesday of April next after his appointment, and hold his office for two years, and until his successor is appointed and qualified. *Provided*, That if they fail to make the appointment at the January session, they may make it at a subsequent session.

SEC. 59. A vacancy occurring in the office of county superintendent of schools by death, resignation or otherwise, shall be filled by the county commissioners at the next special or general session of the board of commissioners after such vacancy happens, and such appointee shall hold his office for the balance of the unexpired term.

SEC. 60. The compensation of the county superintendent of schools shall be fixed by the county board of commissioners, and paid in the same manner as the salaries of other county officers are paid. *Provided*, That the said compensation shall be not less than at the rate of ten dollars for each organized district in any county, except the number of such districts shall exceed one hundred, in which case the compensation shall be not less than one thousand dollars nor more than twelve hundred and fifty dollars per annum; *Provided*, That the county superintendent shall on the first day of July, October, January and April in each year, file with the county auditor a statement of the number of schools he has visited during the preceding quarter which statement shall contain the number of the district, the date of visitation, and shall be verified by the oath or affirmation of such superintendent.

SEC. 61. The county superintendent of schools may be removed from office by the board of county commissioners upon satisfactory evidence of incompetency or wilful neglect of duty. *Provided*, That no removal shall be valid unless the person so removed has had at least twenty days' notice of the charges brought against him, and opportunity to be heard in his own defense. *And provided further*, That the superintendent and the person or persons preferring the charges, or either of them, shall have the right of appeal to the superintendent of public instruction at any time for fifteen days after the decision of the county commissioners.

SEC. 62. The county superintendent of schools shall examine and license teachers, and annual certificates on proper cause shown; visit and instruct the schools of his county at least once in each term, and give such advice to the teachers as may be requisite and necessary; he shall organize and conduct at least one institute for the instruction of teachers in each year, if he deems the same necessary; encourage teachers' associations; introduce to the notice of teachers and the people the best modes of instruction, the most approved plans of building and ventilating school houses, and ornamenting and adapting school grounds for the cultivation of the taste and healthful exercise of the children; stimulate school officers to the prompt and proper discharge of their duties; receive the reports of the several school district clerks, and transmit an abstract of the same to the State Superintendent, adding thereto a report of the condition and prospects of the school under his charge, together with such other information and suggestions as he deems expedient to communicate. To secure accuracy and uniformity in such reports, he may annually, at a suitable time and place, call a convention of the district clerks in his county, to continue one day in session, considering methods of obtaining and reporting statistics, and discussing other matters involving such educational topics and interests as may come within the sphere of district and county school officers.

SEC. 63. Each county superintendent of schools shall hold, each spring and fall, in and for his county, at least three meetings for the examination and licensing of teachers, one of

which shall be held at the county seat, of which meetings at least ten days' notice shall be given by publication in the newspapers in the county, and the posting of such notices, and in such public places as may be deemed necessary by the county superintendent, and the expense of such publication shall be paid by the county. The examinations thus held shall be public, and be conducted by written and oral questions and answers. They shall be uniform in the county in which they are held, and no certificate of qualification shall be given by any county superintendent except upon his own personal examination, held in accordance with the provisions of this section. Provided, That any teacher may be examined by the county superintendent at any time other than as above specified, on proof that such teacher was unable to be present at the public examination above provided for, and on payment to the county superintendent of fifty cents for making such examination.

Sec. 64. The county superintendent shall examine any person proposing to teach common school in the county, in orthography, reading in English, penmanship, arithmetic, grammar, modern geography, and the history of the United States, and if he is satisfied that such person is of good moral character, and qualified to teach in all the aforesaid branches, he shall give such a person a certificate, the grade of which shall be determined by the examination. County superintendents are authorized to issue three grades of certificates, viz.: first grade, valid in the county for two years; second grade, valid in the county for one year; third grade, valid in a given district only, for six months. The county superintendent may renew such certificate at its expiration by indorsement thereon.

Provided, That all applicants for first grade certificates shall be examined in elementary algebra, elementary plane geometry, physical geography, physiology and the theory and practice of teaching, in addition to the other branches prescribed in this section.

Sec. 65. Each county superintendent shall keep a record of all examinations of teachers by him in a book provided for that purpose, and of all the candidates to whom he grants certificates, noting the date of examination, the name, sex and age of each candidate, and the grade of the certificate granted, a transcript of which record shall be included in the annual report to the state superintendent.

Sec. 66. County superintendents when requested so to do by the examiners of an independent school district, may examine persons to teach in such districts, and his certificate in the form prescribed by the law authorizing the organization of such districts, when countersigned by the board of examiners of the district, shall be valid as the act of such examiners.

Sec. 67. The county superintendent may cite to re-examination any person holding a license and under a contract to teach any common school in the county, and being satisfied upon such re-examination or otherwise, that such person is not of good moral character, or has not sufficient learning and ability to teach common school, or if such person shall refuse or neglect to attend upon such re-examination, the superintendent shall revoke the license held by such person, filing in the office of the district clerk a statement that he has made such revocation, and shall deliver a copy thereof to the person whose license is revoked, and such revocation shall take effect and be in force from and after the filing of such statement aforesaid, and the teacher's contract with the district shall become void therefrom; Provided, however, That the wages of the teacher for the time taught and at the contract price or rate shall be paid on or before the time at which it would have been due had the contract been continued in force.

Sec. 68. The county superintendent shall receive from the state superintendent and forward to the

several clerks of districts such blanks, reports and circulars as shall be forwarded to him for that purpose, and shall be guided generally in the discharge of his duty by the rules laid down by the state superintendent.

Sec. 69. On or before the first day of November in each year, the county superintendent shall report to the state superintendent, on blanks furnished by him, an abstract of the reports of the clerks of the several districts in his county, stating:

First.—The number of districts in his county.

Second.—The districts which have made report to him.

Third.—The length of time a school has been taught in each district by an authorized teacher.

Fourth.—The amount of money received from each source for the use of schools.

Fifth.—The amount disbursed to each district and the amount on hand.

Sixth.—The number of persons in each district between the ages of five and twenty-one years, distinguishing between the males and females, and the number that have attended school during the year; and the number between fifteen and twenty-one years of age.

Seventh.—The amount of money raised in the district and paid for teachers' wages in addition to the public money paid therefor; the amount of money raised for purchasing school sites, for building, hiring, purchasing, repairing, beauturing and ornamenting school houses and grounds, since the date of his report.

Eighth.—The number of private schools, high schools, colleges and universities in his county, their condition and resources, and the number of teachers and pupils therein. He shall also receive from the state superintendent and forward to the several clerks of school districts such blanks, reports and circulars as are forwarded to him for that purpose.

Sec. 70. It shall be the duty of the county superintendent of schools on the day before the last Wednesday of October of each year, to file with the county audit or an abstract of the number of persons in each school district in his county between the ages of five and twenty-one years, which number shall be made the basis for the apportionment of the school money for that school year, and also of the number of months of school taught in each district by a legally qualified teacher as shown by the annual report of school district clerks legally made to him for the school year ending September 30th, last past.

Sec. 71. Any county superintendent of common schools may appoint a deputy superintendent, who shall have all the power and privileges with which the superintendent is now vested, and shall have the same qualifications as the superintendent; Provided, That no such deputy or deputies shall serve in any county more than six days in one year.

Sec. 72. The salary of the deputy superintendent shall be paid by the county superintendent of schools, by whom he shall be appointed, subject to the approval of the county commissioners of the county in which said superintendent is an officer.

Sec. 73. Any district clerk desiring to receive a copy of the Minnesota Teacher and Journal of Education at the expense of his district, may in writing direct the superintendent of schools for his county to order such copy to be sent to him, and for that purpose shall give his post office address. The superintendent shall thereupon order the publisher of said journal to send a copy of it to such address, which shall be preserved by the clerk and transmitted to his successor in office as the property of the district.

Sec. 74. When the first number of said journal has been forwarded to the school district clerks on such subscription as provided in the preceding section, it shall be the duty of the superintendent of schools in each county to file with the county auditor a certificate of the num-

ber of copies so transmitted to the clerks of his county, and thereupon it shall be the duty of the county auditor to draw an order on the treasurer of said county in favor of said publisher to be paid out of the proceeds of the two mill tax fund belonging to said districts, the amount due as ascertained by the aforesaid certificate of the superintendent of schools, and not exceeding one dollar and fifty cents for each yearly subscription thereto.

Sec. 75. The Minnesota Teacher and Journal of Education shall publish free of charge such orders, decisions, circulars, all amendments to the school laws and other official communications relating to education, as the superintendent of public instruction may direct.

Sec. 76. It shall be the duty of the superintendent of public instruction to examine and approve each issue of said journal before it is issued, and to require from the publisher of the Teacher a good and sufficient bond that he will publish and distribute the same according to the terms and conditions of the subscription and payment therefor.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Sec. 77. The superintendent of public instruction shall be appointed by the Governor, by and with the advice and consent of the senate, and shall hold his office for the term of two years, commencing on the first Tuesday in April following such appointment; and before entering upon the duties of his office, he shall take and subscribe an oath or make affirmation, that he will support the constitution of the United States and of the State of Minnesota, and discharge the duties of his office faithfully, and to the best of his ability, which oath or affirmation shall be filed in the office of the secretary of state.

Sec. 78. An office shall be provided for him at the seat of government, in which he shall file all papers, reports, and public documents transmitted to him by county superintendents, county auditors, and from other sources; and he shall keep a fair record of all matters pertaining to his office.

Sec. 79. He shall receive annually a salary of twenty-five hundred dollars, and also all necessary contingent expenses for traveling, postage and stationery, pertaining to his office, to be audited and paid as the salaries and contingent expenses of other State officers; *Provided*, That his contingent expenses for these purposes shall not exceed the sum of five hundred dollars at any one year. He shall be allowed and shall keep a clerk in his office, who shall receive a salary of twelve hundred dollars per annum.

Sec. 80. It shall be the duty of the state superintendent to meet the county superintendents of each judicial district, or two or more districts cojoined, if he shall deem it more conducive to the interests of education, at such time and place as he shall appoint, giving due notice of such meeting, the object of which shall be to accumulate valuable facts relative to schools, to compare views, discuss principles, and in general to listen to all communications and suggestions, and enter into all discussions relative to the compensation of teachers, their qualifications, branches taught, methods of instruction, textbooks, district libraries, apparatus, teachers' institutes, visitation of schools, and other matters embraced in the public school system.

Sec. 81. The superintendent of public instruction shall annually hold in the sparsely settled counties, as many State teachers' institutes as he shall find practicable, each to continue in session one week at least. He shall give due notice thereof to all teachers and persons proposing to become such, and invite their attendance. He shall attend and have charge of each

institute; invite the aid and co-operation of the superintendent of schools of the county; employ suitable instructors and lecturers to give instruction and addresses; to aid the teachers in qualifying themselves for a more successful discharge of their duties; *Provided*, That the average expense of such institutes shall not exceed one hundred dollars. He shall annually, in so many and such thickly settled localities as he may deem advisable, organize, and, with the aid of others selected by himself, conduct normal training schools for the benefit of teachers who desire such training, but are unable to attend a full course at the state normal schools. Such schools shall be without charge for attendance and entirely practical; their object being to teach normal methods of teaching and conducting schools, particularly common schools. They shall continue at least four and not more than six weeks at each place, and the average cost of them shall not exceed one hundred dollars for each week of the session. *Provided*, That during the time of holding a teachers' institute in any county of this State, it is hereby made the duty of all teachers and persons desiring a teacher's certificate to attend such institute, or present to the county superintendent satisfactory reasons for not so attending before receiving such certificate, and any school that may be in session in such county shall be closed, if the teacher shall require it, for the purpose of attending such institute, but the district shall not be liable for the wages of such teacher while such schools are closed.

Sec. 82. To defray the expenses of institutes and normal training schools provided for in section eighty-one, three thousand dollars are hereby annually appropriated, to be expended by the superintendent of public instruction as follows, viz.: to defray the expenses of such institutes one thousand dollars, and to defray the expenses of such normal training schools two thousand dollars. The state superintendent shall render an account of his disbursement of such funds to the state auditor, to be examined and audited by him.

Sec. 83. A second institute shall not be held in any county under the provisions of this act, till a session has been held in every county of the State where the number of teachers or the interests of the schools in the judgment of the superintendent shall demand it.

APPORTIONMENT OF STATE SCHOOL FUND BY SUPERINTENDENT.

Sec. 84. The State superintendent of public instruction shall make an apportionment of the available current school funds in the State treasury among the several counties of this State on the first Monday in March, and the first Monday of October of each year, in proportion to the number of persons between the ages of five and twenty-one years residing therein on the last day of September of the previous year, and transmit a statement thereof to the county auditor of each county; *Provided*, That persons of school age enumerated in districts organized within the year preceding, shall be included in the number upon which the county, within which such district is situated, is entitled to apportionment.

Sec. 85. It shall be the duty of the State superintendent of public instruction, when he shall make a semi-annual apportionment of the current school funds of the State, forthwith to transmit to the State auditor a certified copy of such apportionment.

Sec. 86. It shall be the duty of the State auditor, when he shall receive a certified copy of any semi-annual apportionment, as provided in this act, forthwith to draw a warrant on the State treasurer payable to the order of the treasurer

of each county named in the said copy of the apportionment, for the amount apportioned to such county, and transmit the same to the county treasurer.

Sec. 87. There is hereby annually appropriated of the moneys in the State treasury, belonging to the general school fund, a sum equal to the amount of the current school funds due the common schools of the State, and agreeably to law apportioned among the several counties by the State superintendent of public instruction.

Sec. 88. The State superintendent of public instruction shall prepare and distribute, through the county superintendents, proper school registers for teachers, and blanks to the clerks of districts for their reports to the county superintendents, and also blanks for the county superintendents and county auditors, upon which to report to the State superintendent; and he is hereby authorized to procure such registers and blanks from the State printer. Providing the cost of such registers shall not exceed twenty cents each.

STATE CERTIFICATES.

Sec. 89. The State superintendent of public instruction is hereby authorized to grant and issue State certificates of eminent qualifications as teachers, to such persons as may be found worthy to receive the same upon due examination by himself, or by a committee of practical teachers of eminent scholarship, appointed by him for that purpose, and who shall exhibit satisfactory evidence of practical experience and success in teaching.

Sec. 90. State certificates shall supersede the necessity of any and all other examinations, and shall be valid in any county and school district in the State for the period of seven years; but a State certificate may be cancelled by the State superintendent, upon proof of immoral or unprofessional conduct.

UNIFORMITY IN TEXT BOOKS.

Sec. 91. The superintendent of public instruction, the president of the university of Minnesota, and secretary of state, shall constitute a board of commissioners, whose duty it shall be to recommend the text-books to be used in the common schools in this State; Provided, That said commissioners recommend any change in the series of text books now in use, within three years from the passage of this act; *Provided further*, That said text books now in use shall be furnished and sold to all persons at a price thirty per cent less than the present lowest retail price, as appears by published catalogue thereof, now in circulation in this State.

Sec. 92. It shall be the duty of the superintendent of public instruction to insert in the blank school register the books recommended in accordance with the provisions of this act.

Sec. 93. Said board of commissioners shall hold their session at St. Paul, in the office of the superintendent of public instruction. The members of said board shall receive no compensation for their services, except that the traveling expenses of the President of the University of Minnesota and from St. Paul and St. Anthony shall be paid out of the State treasury.

STATE SUPERINTENDENT'S REPORT.

Sec. 94. The state superintendent shall prepare on or before the 5th day of December, and submit to the legislature in each year, a report containing:

First—An abstract for the common school reports received by him from the several county superintendents showing the number of organized school districts in the State, the number of schools taught, the number of persons between the ages of five and twenty-one years, distinguishing between male and female, the number between fifteen and twenty-one years of age, and the whole number taught in the public schools.

Second.—A statement of the condition of public schools and of all other institutions of learning in the State that may report to him

Third.—The amount of school moneys collected and expended each year from all sources, specifying the amounts from each source respectively.

Fourth.—All matters relating to his office, the public schools of the state, and the school fund, the number and character of teachers, and whatsoever he may deem expedient to communicate.

TITLE III.

INDEPENDENT SCHOOL DISTRICTS.

Sec. 95. Any city, town, village, township or school district, now or hereafter organized, may be organized into and established as an independent school district, in the manner and with the powers hereinafter specified. *Provided*, That this title shall not apply to any township or school district, containing less than five hundred inhabitants, unless said school district consists in whole or in part of an incorporated city, town or village; *Provided further*, That the provisions of this title shall not apply to any city, town or village, or any part thereof, which has now any special law regulating its schools.

Sec. 96. In order to such organization written notices shall be posted in three of the most public places in the contemplated district, signed by at least six resident freeholders of the same, requesting the qualified electors in said district to assemble upon a day and at some suitable place in said district, to be named in said notices, then and there to vote by ballot for or against the adoption of this title, which notices shall be so posted at least ten days next prior to said meeting.

Sec. 97. The electors assembled at said time and place shall proceed to appoint a chairman, assistant chairman and clerk, who shall be judges of said election. The electors in favor of the adoption of this title for said district shall write upon their ballots, "Independent district, yes" and those opposed thereto, "Independent district, no"; the adoption or rejection of this title to be determined by a majority of votes cast in manner aforesaid.

Sec. 98. In case a majority of votes are cast for said law, the electors of said district shall assemble at the place last aforesaid, within twenty days thereafter, of which at least ten days' previous notice shall be given by said chairman and clerk in the manner aforesaid, and shall then and there choose by ballot six directors of the public schools of said district, two of whom shall serve for one year, two for two years, and two for three years; the time that each shall serve to be designated on the ballot, and annually thereafter, on the first Saturday in October, there shall be chosen in the same manner two directors, each of whom shall serve for three years and until their successors are elected and qualified. The persons so elected shall within five days after their election file in the office of the clerk of said district their several oaths as required by law.

Sec. 99. Said directors and their successors in office shall be a body corporate by the name of "the board of education of _____," (the name of the city, town, village or township) and as such and by such name shall have perpetual succession, and shall receive all moneys and other property belonging or accruing to said district, or to said city, town, village or township, or any part of the same, for the use or benefit of the public schools therein, and succeed to all the rights and be subject to all liabilities of the same, and the said board shall be capable of contracting and being contracted with, suing and being sued, and shall also be capable of receiving any gift, grant, bequest or devise made for the use of the public schools in said city, town, village, township or district, under any law of this State for the use of the public schools therein, shall be paid to the treasurer of said board of education.

Sec. 100. Said board shall, within ten days of their election as aforesaid, and annually thereafter, on the third Saturday in October, meet and organize by choosing a president, clerk and treasurer, who shall hold their offices "such for one year, and until their successors are elected and qualified. *Provided*, That the current term of office of the several directors, the president, treasurer and clerk of such district, is hereby extended and continued until the twelfth day of October, eighteen hundred and seventy-three, or any other year, within which their respective terms of office may expire. The board of education may also elect by ballot a superintendent, who shall hold his office during the pleasure of the board, and shall receive such compensation as shall be fixed by the board. The superintendent shall be ex officio member of the board, but not entitled to vote therein. The board may, for satisfactory reasons, remove any member or officer of the board and fill the vacancy. *Provided*, That no member shall be removed except by a concurrent vote of at least four members of the board, and at a meeting of the time, place and object of which he was duly notified.

Sec. 101. No other member of said board shall receive any compensation for his services, except the clerk and treasurer, whose compensation shall be fixed by the board.

Sec. 102. Four members of said board shall constitute a quorum for the transaction of business at any meeting.

Sec. 103. In case of vacancy the board of education have power to fill the same by appointment until the next annual district election, when the electors of said district may choose a suitable person to fill the remainder of such term. *Provided*, The clerk of said board shall give notice of such vacancy as provided in other cases.

Sec. 104. The superintendent shall visit the schools of the district and report their condition to the board as often as they prescribe; he shall superintend the grading of the schools and examinations for promotion, and shall perform such other duties as the board prescribe.

Sec. 105. The president and clerk shall file in the office of the clerk of the district their written acceptance of office as such. The president shall preside at all meetings of the board and district, (except that a president pro tempore may be chosen in his absence) shall sign all orders drawn upon the treasurer for moneys voted to be paid by said board, and perform such other duties as the board prescribe.

Sec. 106. The clerk shall act as clerk of the district as well as of the board, (except that in his absence, inability or refusal to act, a clerk pro tempore may be chosen) shall keep a record of the proceedings of all district meetings as well as of the meetings of the board, and of all reports made by him to the county auditor and county superintendent, and shall keep an account of the expenses of said district, and a correct and full list of the property of said district, shall furnish to the county auditor on or before the tenth day of October in each year an attested copy of his record, stating the amount of money voted to be raised by the district for school purposes at any annual or special meeting, or by the board of education; he shall give due notice of all the meetings of the district, shall, upon the order of the board, draw and sign orders upon the treasurer of the district for the payment of money, stating in every such order the consideration for which it was drawn and the name of the person rendering such consideration, and the particular fund upon which it was drawn, and shall take a receipt for every such order from the person to whom the same is delivered, and preserve the same; he shall keep all records, books and papers belonging to his office, and

deliver the same to his successor. He shall on or before the tenth day of October in each year, make and transmit to the county superintendent a report in writing, showing:

First.—The names of all persons, male and female respectively, residing in the district on the last day of September preceding the date of his report, between the ages of five and twenty-one years; and the number between the ages of fifteen and twenty-one years.

Second.—The number of those who have attended school within the year.

Third.—The length of time schools have been taught by qualified teachers, and the amount of wages paid such teachers.

Fourth.—The amount of money received from the county treasurer, apportioned by the county auditor.

Fifth.—The amount of money received from taxes voted to be raised by the district, the purposes for which they were raised, the manner in which said amount has been expended, the condition of the school houses and grounds, the kinds of books used, and such other facts as the state superintendent may require, which report shall be verified before some competent officer. Any failure on the part of such clerk to make report to the county auditor and county superintendent, as provided herein, is a misdemeanor, punishable by a fine not exceeding five hundred dollars, for the use of the district. Said clerk shall furnish to each teacher, before the commencement of any school, and as often thereafter as may be deemed necessary, a school register. Said clerk shall perform such other duties as may be designated by the board.

Sec. 107. The records of said board, signed by the president, or a transcript thereof, or any part thereof, and all papers belonging to the office, or a transcript thereof, certified by the clerk, shall be prima facie evidence of the facts therein stated, and all records, books and papers belonging to said board, shall be subject to the inspection of any legal voter of said district.

Sec. 108. The treasurer before entering upon the duties of his office, shall execute a bond to the board of education in double the amount of money as near as can be ascertained, which will come into his hands as treasurer during the year, with not less than two sureties to be approved by said board, and conditioned for the faithful discharge of his duties as treasurer. Said bond shall be filed with the clerk of the board, and in case of any breach in the conditions thereof, the board shall cause an action to be commenced thereon in the name of the board of education, and the money recovered shall be applied to the use of the district. Said board may require such treasurer to give additional security from time to time. Said treasurer shall receive, and upon the order of the board, signed by the clerk and president, pay out all moneys belonging to the district, paying each order only out of the particular fund upon which it is drawn, and shall keep an accurate and detailed and separate account of each fund coming into his hands, in a book or books provided for that purpose. Said treasurer shall, within three days preceding the annual meeting in each year, file with the clerk of the board a report, in writing, signed by him, and containing a statement of all the moneys received by him during the year preceding, and of all his disbursements. Said report shall be examined by the board before which the treasurer shall exhibit his vouchers before the annual meeting of the district, and be approved or disapproved by resolution, entered, upon the records of said board. Said treasurer shall make such reports of the business of his office as may be called for by the board at any time. He shall keep all records,

books and papers belonging to his office and deliver the same to his successor in office on demand. He shall pay to his successor in office, upon demand, after such successor has given bonds as hereinbefore prescribed, all money in his hands belonging to said district, and perform such other duties as may be ordered by the board.

Sec. 109. Said board may hold stated meetings at such times and places in said district as they may appoint. Special meetings thereof may be called by the president, or by any two members on giving one day's notice of the time and place of the same, and said board, by resolution, shall direct the payment of all moneys that shall be paid out of the treasury, and no money shall be paid except in pursuance of such resolution, and on the written order of the clerk, countersigned by the president.

Sec. 110. Whenever said board deems it necessary to purchase or erect a school-house or school-houses for said district, or to purchase sites for the same, they shall call a meeting of the legal voters of the district, by giving ten days' notice of the time and place, and object of said meeting, in some newspaper printed and in general circulation in said district, if any, and if there is no such newspaper, then by posting notices thereof in five or more of the most public places in said district, and said meeting may determine by a majority vote upon the erection of a school-house or school-houses, and the purchase of site or sites therefor, and the amount of money to be raised for the purpose aforesaid.

Sec. 111. The amount of moneys so voted shall be thereupon certified by the chairman and secretary of the board of education to the auditor of the county, and shall be levied on the taxable property of said district; Provided, That no tax shall be levied in any one year exceeding eight mills on the dollar, for the purpose of building a school-house, or school-houses, or procuring sites therefor.

Sec. 112. The board of education shall have power, and it shall be their duty:—

First.—To establish and organize such grades of schools, alter and discontinue the same in said district, as they may deem expedient.

Second.—To provide necessary rooms or buildings for school-houses, and grounds about the same.

Third.—When authorized by a vote of the district, to purchase or erect one or more school-houses, and purchase sites for the same.

Fourth.—To purchase, sell and exchange school apparatus, furniture, stoves, and other appendages for school-houses, and to furnish fuel for the same.

Fifth.—To take care of the property of the district, and procure insurance, and make ordinary repairs upon the same, or any part thereof, when deemed expedient.

Sixth.—To contract with, employ, and pay teachers who have received certificates as provided herein, and to discharge the same.

Seventh.—To defray the necessary expenses of the board, pay the compensation of the clerk, treasurer and superintendent, and for such printing, record books, stationery and other incidental matters as may be deemed proper.

Eighth.—To superintend and manage in all respects the schools of said district, and from time to time to adopt, alter, modify and repeal rules for their organization, government and instruction, for the keeping of registers, for the reception of pupils, resident and non-resident, within the district, their suspension, expulsion and transfer from one school to another; to prescribe text books and a course of study for the schools, and to visit each of the schools in said district not less than once in three months.

Ninth.—To make rules and regulations re-

specting the protection, care and safe-keeping of the property of the district, and to prescribe penalties for the breach thereof, to be recovered as penalties in other cases before a justice of the peace, and to change and repeal the same.

Tenth.—To make, change and repeal rules relating to the organization, government and business of said board, and the duties of its officers.

Eleventh.—To provide for the prompt payment, at maturity, of the principal and interest of any indebtedness of the district, by voting, from time to time, taxes upon the taxable property of said district sufficient to meet the same, making allowance for delinquency in paying any part of such taxes.

Twelfth.—To furnish the board of examiners the necessary blanks for all such grades of such certificates as said board of education may at any time order, which certificates shall severally contain the branches fixed for the several grades of certificates.

Thirteenth.—When authorized by a vote of the district, to make, execute and deliver, for and in behalf of said district, deeds, mortgages, releases and all other instruments relating to the real property thereof.

Sec. 113. Said board of education shall keep said schools in operation not less than sixteen nor more than forty-four weeks in each year, determine the amount of the annual tax to be raised for the purpose aforesaid, including all the necessary expense of said schools, except for the erection of school houses and the purchase of sites; and on or before the tenth day of October of each year make known the amount of such tax to the auditor of the county in which said district is situated, which tax shall be assessed in said district, collected and paid over to the treasurer of said district, and said board shall keep an accurate account of their proceedings, and of their receipts and disbursements for school purposes, and at the annual meeting for choosing directors in said districts, make report of such receipts and the source from which the same were derived, and of the disbursements and the objects to which the same were applied; and they shall make report at the same time of such other matter relating to said schools as they deem the interest of the same to require.

Sec. 114. Said board of education, within twenty days after their election, shall appoint three competent persons, citizens of said district, to serve as school examiners of the public schools therein, one to serve one year, one for two years, and one for three years from the time of their appointment and until their successors are appointed, and annually thereafter said board shall appoint one examiner to serve for three years and until his successor is appointed and qualified; and said board shall fill all vacancies that may occur from death or otherwise. Said examiners, or any two of them, shall examine any persons that may apply for that purpose with the intention of becoming teachers in any of the schools of said district, and if they find the applicant, in their opinion, qualified to teach in any of said schools and to govern the same, and of good moral character, they shall give said applicant a certificate made out on such blanks as may be provided by the board of education, naming the branches in which the holder of said certificate is found qualified to teach, setting opposite each branch the degree of attainment, on a scale of which five shall be the maximum, and no person shall be permitted to teach in said schools without such certificate; Provided, That any examination of teachers herein provided for, may, at the request of the board of examiners, be made by the county superintendent of schools of the proper county, whose certificate as herein provided for, when countersigned by said board of examiners,

shall be valid as their own act. Said examiners may in all cases when two of their number concur, have power to annul such certificate, and when so annulled and reported to the board of education, the person holding the same shall be discharged as teacher. Said examiners shall also, separately or otherwise, together with said board of education or any of them, or such person as they may appoint or invite, visit said schools as often as once in every three months, and observe the discipline, mode of teaching, progress of pupils, and such other matters as they may deem of interest, and make such suggestions and report thereupon to said board as they think proper, which report may be published at the discretion of said board, together with their annual report.

Sec. 116. All taxes raised by virtue of this title, shall be levied and collected in the same manner, and by the same officers as county taxes are levied and collected.

Sec. 116. Upon and after organization as herein provided, any district so organizing or heretofore so organized shall be governed by the provisions of this title and the general school laws; *Provided*, That such provisions of titles one and two as are inconsistent with any provisions of this title shall henceforward be inoperative in such district.

Sec. 117. This title shall not be repealed or affected by any subsequent act, unless specially mentioned therein.

TITLE IV.

ACTION BY OR AGAINST TRUSTEES.

Sec. 118. The trustees of any school district organized in accordance with the provisions of this chapter, may prosecute actions in their official capacity in the following cases.

First.—On a contract made with them in their official capacity; or,

Second.—To enforce a liability, or a duty enjoined by law in favor of such officers, or the district; or

Third.—To recover a penalty or forfeiture given to such officers or the district; or

Fourth.—To recover damages for an injury to their official rights or property.

Sec. 119. An action may be brought against them in their official capacity, either upon a contract made by such officers in their official capacity, and within the scope of their authority, or for an injury to the rights of the plaintiff, arising from some act or omission of such officers or of the district. The actions authorized by this title, may be brought by or against said trustees; upon a cause of action which accrued during the term of their predecessors, as well as during their own term of office, and when brought may be continued by or against the successors in office of the parties whose name may for that purpose be submitted in the action.

Sec. 120. In legal proceeding against the trustees, in their official capacity, all process and papers may be served on any one of them, and the party served shall notify the others of the fact of such service.

Sec. 121. When a judgment is recovered against any trustees in any action prosecuted by or against them in their name of office, no execution shall issue on such judgment, but the same, if for the recovery of money, shall, unless reversed or stayed on appeal, be paid by the treasurer upon demand, and the delivery to him of the certified copy of the docket of the judgment if there is sufficient money of such district in his hands not otherwise appropriated. If he fails to do so, he shall be personally liable for the amount unless the collection therof is afterwards stayed on appeal.

Sec. 122. If such judgment is not satisfied or proceedings thereon stayed by appeal or otherwise, before the next annual meeting of said school district, a certified copy of the docket of the judgment may be presented to said district at its annual meeting.

Sec. 123. The trustees of the district shall thereupon cause the amount due on the judgment with interest from the date of its recovery, to be added to the tax of said district, and the same shall be certified

to the county auditor and collected as other district taxes are collected.

Sec. 124. If such judgment is not paid within thirty days after the time fixed by law or the county treasurer to pay over the money in his hands, levied for the purpose of paying such judgment next after the rendition thereof, execution may be issued on such judgment, but only the property belonging to said district shall be liable thereon.

Sec. 125. Chapter thirty-six of the general statutes of one thousand eight hundred and sixty-six; chapter twenty-six of the general laws of one thousand eight hundred and sixty-six; chapters one, two, three, four and seven of the general laws of one thousand eight hundred and sixty-six; chapters four, five, six, seven, eight, nine, ten, eleven, twelve and thirteen of the general laws of one thousand eight hundred and sixty-eight; chapters one, two, three, four, five and six of the general laws of one thousand eight hundred and sixty-nine; chapters one, two, three, four, five and six of the general laws of one thousand eight hundred and seventy; chapters one, two, three, four, five, six, seven and eight of the general laws of one thousand eight hundred and seventy-one; and chapters two, three, four, six, seven and nine of the general laws of one thousand eight hundred and seventy-two, are hereby repealed.

Sec. 126. This act shall take effect and be in force from and after its passage.

Approved March 7, 1873.

AN ACT for the regulation and government of the State Normal Schools.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. The normal schools heretofore established to educate and prepare teachers for the common schools of this State, shall hereafter be designated and known as the State Normal School at Winona, the State Normal School at Mankato, and the State Normal School at St. Cloud, respectively.

SEC. 2. The Governor of this State shall, on or before the first Friday in March, 1873, nominate and appoint by and with the advice and consent of the Senate, six normal school directors, not more than one of whom shall be residents of the same county, who, together with the state superintendent of public instruction, shall constitute the State Normal School Board. Three of the directors so appointed shall hold their offices for two years, and the remaining three for four years from the first day of June, 1873. The terms of office of each director so appointed shall be designated by the Governor on the last Tuesday in February, 1873, and biennially thereafter, the Governor, by and with the advice and consent of the Senate, shall appoint three directors to fill the vacancies occurring under the provisions of this act, and each of whom shall hold his office for four years from the first day of June next succeeding his appointment. The Governor shall also, by and with the advice and consent of the Senate, fill all vacancies that may arise by reason of death, resignation or otherwise; *Provided*, further, that

one member of said board, and no more, shall be appointed from each of the counties of Winona, Blue Earth and Stearns.

SEC. 3. The officers of the state normal school board shall be a president and secretary. The members of the board, at their first session and biennially thereafter shall elect by ballot, from their own number, a president. The state superintendent of public instruction shall be the secretary of the board.

SEC. 4. Each member of the state normal school board, before entering upon the duties of his office, shall file with the secretary of state an oath to support the constitution of the United States, and of the State of Minnesota, and that he will well and faithfully discharge the duties of his office.

SEC. 5. The state normal school board shall have the general supervision, management and control of the state normal schools, and of all the property, real and personal, thereunto appertaining. They are hereby authorized and empowered to contract for the erection of all buildings connected with the schools under their charge, to appoint all professors and teachers in said schools, to fix the salaries of the same, to prescribe the courses of study, the conditions of admission, and generally to adopt all such rules and regulations as may be necessary to secure the highest efficiency of the schools. It shall be the duty of the board as a whole, or through committee of their own number, to visit and thoroughly to inspect the grounds, building, modes of instruction, and the discipline and management of each school at least once during each term. They shall report to the Governor, on or before the 1st day of December in each year, through their president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as they may deem proper and necessary.

SEC. 6. The state normal school board shall have power to organize, in connection with each normal school, such model schools as they may deem expedient for the illustration of the best methods of teaching and government. Provided, that no more than one teacher shall be employed in either of the model schools, except at the school at Winona, where the education of the soldiers' orphans are provided for, the board may employ one additional teacher at its discretion.

SEC. 7. There shall be no charge for tuition, the use of text books, or for inci-

dental expenses to the students of any normal school, who shall have filed with the principal thereof, a declaration of intention to engage in the work of teaching in the common schools of this State, for not less than two years after his or her connection with said school shall cease. The board may fix such rates of tuition for pupils in the model schools as in their judgment may be equitable and just. The board may fix such rates of tuition for students not intending to teach, as in their judgment may be equitable and just.

SEC. 8. The members of the board residing at the location of each normal school, respectively, shall receive and disburse, under the direction of the board, all moneys accruing in any manner to such school, and shall keep a full and accurate account of such receipts and disbursements, including the receipts from tuition in the model schools, and shall report the same to the board whenever they shall so direct. He shall give a bond, payable to the State of Minnesota, in such sum as the board shall direct, with one or more sureties, to be approved by them, for the faithful performance of the duties mentioned in this section.

SEC. 9. The members of the state normal school board, except the superintendent of public instruction, shall be reimbursed for the actual expenses incurred by them while engaged in duty for the normal schools, said expenses to be paid out of the current fund belonging to the several schools.

SEC. 10. All warrants upon the state auditor for defraying the expenses of the state normal schools shall be drawn by the president and countersigned by the secretary of the board.

SEC. 11. Nothing contained in this act shall be so construed as to impair or annul any right or obligation existing in behalf of, or against, the State of Minnesota, in

SEC. 12. It is hereby made the duty of the state normal board to limit the number of teachers, and their compensation, and all other annual expenses thereof, to the amount appropriated by the legislature for that purpose, and all expenditures made by said board in excess of the sum so appropriated, are hereby declared to be unlawful and void, and shall be deemed a malfeasance on the part of said board, for which the members thereof can be removed from office by the Governor.

SEC. 13. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Approved March 7, 1873.

COMMON GROUND.

KIDDY MILLER, THE GUTTER CHILD.

As we stood watching the scene, a boy of nine or ten left one of the groups, and began to come towards us, evidently with the intention of passing out of the court. He was bare-footed, ragged, dirty, and hungry-looking, and yet with all these disadvantages was a rather good-looking boy, of the gipsy style. His features were regular; his dirt-matted hair jet black and curly his dark eyes bright and flashing, though already their expression had become restless and furtive. He was an acquaintance of ours; we knew him to be not only a gutter child, but, like many other gutter children, a nobody's child also. He had never known his father, and his mother after several temporary desertions had finally left him about a year before, since which time he had been "on his own hook." Any change in his circumstances brought about by the final disappearance of the mother, however, had been rather nominal than real; and so far as it was material, had probably been to his advantage. She was of the wicked, and her tender mercies to him had indeed been cruel. When in good humour she had taken him about public houses with her, and as her idea of motherly kindness had let him sip out of her glass. When in bad humour, or drunk—which was very often—she had kicked and cuffed him; and at all times she had been wont to leave him pretty much to his own devices for food and clothing. He was known as "Kiddy" Miller.

On our friend whispering that he would like to have a little talk with him we addressed him—"Where are you off to now, Kiddy?"

"Nowheres particular; just for a turn round" he answered.

"Where are you living now?"

"Mrs. Price lets me doss along o' her Larry; they has a room all to their two selves, and Larry and me is chums in the day-time."

"But does she keep you as well as let you sleep in her room?" we asked in surprise, for we knew Mrs. Price was wretchedly poor.

"Lor' no!" exclaimed the boy. "It takes her and Larry all the time to keep theirselves; in course I has to grub myself, and ~~find~~ my own togs."

"And how do you grub yourself?"

At this question he began to fidget about uneasily, and seeing, as he would have said "how he was held," we hastened to explain.

"Oh, it isn't about anything particular, Kiddy," we said; "there's no harm meant; it's the other way about, if anything; this gentleman only wants to know how a youngster like you *can* grub yourself."

"Oh, well," said Kiddy, reassured, and now speaking with somewhat of a philosophical air; "if yer *must*, yer *can*. Leastwise yer *can some*; sometimes yer *can't*, and then yer *'as* to do without it till yer *can*; yer tries to be hard, and not to think about yer stummuck."

"But how do you get it when you *do* get it?" asked our friend; "do you beg?"

"No, I *dosen't*," answered Kiddy

sharply ; " sometimes people—mostly women—*has* chucked me a brown, and sometimes they've gived me some apples or cherries, or summat o' that sort, but I never ast for 'em ; I never cadged in my life."

" Do you work then ? "

" Well, not as you may say reg'lar work, but I does a odd job when I can get it. I tries 'carry yer parcel, sir ?' sometimes, but that ain't up to much ; yer may wait at a station all day without getting a chance,—they mostly cabs or out-door porters now. Other times I push behind for the costers, or any of the other barrermen as 'as got an extra load on, and sometimes if I got two or three browns to buy 'em, I tries the cigar lights. That's the best racket for them as isn't on their own hooks, and as is pretty sure of a mouthful of grub, whether they've made a good day or a bad un. But when yer on yer own hook, yer can't stick to it. Cos why ? Yer can't allus keep yer stock money ; if yer stummuck is gnaw-gnawin' at yer, and yer've got the browns in yer pocket, they're bound to go for grub, and then it's all up with the lights till yer can get the ha'pence together again."

" But how do you manage when neither the lights nor the odd-jobbing bring in anything ? " we asked, as Kiddy paused, with the air of one who had done with a subject.

He coloured, and again hesitated ; and it was necessary to reasure him.

" Come, Kiddy, " we said, " that's a good boy. We know you must often be very hard put to it. How do you manage now, when you can't pick up a copper at all ? "

" Well, " he said hurriedly, the flush on his cheek deepening as he spoke, " when I gets that hungry I can't bear it no longer, I grabs a bit o' toke ; I feels as I can't help it.

" What ! Do you take bread out

of the bakers' shops ? " we said ; for we had never heard of anything of that kind against him.

" Oh no ! " he answered promptly, " or you'd soon a heer'd o' *me* bein' grabbed. I don't grab from shops ; from school kids. I hides somewhere near one of the big schools ; and when I see one of the late un's a-comin' along with a good slice of toke in their hand, I jumps out, grabs it, and bolts. And there's another way I sometimes gets a bit of grub, " he hurried on, naturally anxious to get away from this part of the subject ; " I turns over the sweepings from greengrocer's shops, and often finds a carrot or turinp, or some apples or pears among them."

" That's dangerous stuff to eat, " said our friend. " They only sweep out what has gone bad. Don't such things make you ill ? "

" Well, " said Kiddy, once more assuming a philosophical air, " sometimes they does give yer the gripes ; but I don't know as that's much worse than the gnawin' when yer hasn't had nothing for ever so long ; and at any rate you has the blow-out first."

This concluded the subject of the " grubbing, " and our friend's next question was—

" How old are you ? "

" I dun-no, " answered Kiddy.

" What ! not know your own age ! " exclaimed our friend, looking astonished.

" Well, not exactly replied Kiddy. " I b'live I was either nine or ten last hoppin' . "

" Right he is ! " This exclamation came from a slatternly-looking woman who, lolling half way out of the upstairs window of the nearest house, had been coolly listening to the conversation. " Right he is, " she repeated, on our looking up. " He was ten last hoppin'. I was down in the same gang as his mother. He was

born'd at the hoppin'; as the sayen is, he's got no comefrom; he was born'd under a haystack, and the cows eat his parish.

"Oh, you knew his mother then?" said our friend. "How—"

"Knew her!" cut in the woman, "which I should think I did; rather. Didn't she pull the hair out of my head by handfuls, just because I said a word to her about letting Kiddy go cripplin' with a dreadful bad foot, and never so much as looking at it; and which he got it through her a settin' of the rags a-fire as he was a sleepin' on. I likes my glass myself, and at times, perhaps, when they've happened to come cheap, I've took my drops more'n was good for me; and I won't even go for to say I've never got drunk, though that ain't a thing as happens more'n once or twice in a year; but for all that, I could stand to tell her about her drinkin', I wouldn't be such a drunken beast as she was for a trifle. Why," she concluded, pointing to Kiddy, "she weaned him on gin, and the best day's work she ever did for him was when she took herself off."

She withdrew from the window as she finished speaking, and we were rather glad that she did, as we could see that Kiddy had been about to make some retort, and an altercation might have had the effect of putting an end to our excursion for the day, for rows in the court were wont to become general and violent.

"Never mind her," we said, leading the boy away from the spot. "You can't help what your mother has been."

"She would wollop her, anyway," said Kiddy, with a triumphant air.

"I've no doubt," said our friend, smiling; but let us see, now; can you read or write?"

"Why, no," replied Kiddy, as if surprised that any one should be so

ignorant as to suppose that he could.

"What, not a little?" persisted our friend.

"No, not a bit. I once did know some A B C, but I forgot it when I left off a-goin' to the school."

"Did you ever go to school, then?" we asked, for this was news.

"Yes, for a little while, off and on," he answered. "It was the winter afore last, you know, when they gived breakfasts at the ragged-school. I went for sake o' the grub; but when they seed as how it was for that, and as I come on'y o' mornin's they told me I mustn't come at all."

"Didn't you like school, then that you stayed away in the afternoon?" our companion asked.

"O, I liked it well enough, as far as that goes: It was the grub what did it. The breakfast wasn't a filler, as you may say. It was on'y a middlin' slice o' bread, and a tin o' coffee and didn't do yer for the day. If there had been a tea as well o' breakfast, I'd have gone reg'lar; but if yer grubs yerself, and they don't find yer in grub in school, yer must stop out of school to look for it."

Our friend was an ardent advocate for education, but he was scarcely prepared to combat the proposition thus laid down; and therefore deftly shifted his ground.

"Well, but, you know, it is a very bad thing not to be able to read or write," he observed. "There is no getting on nowadays without it. What do you think you will be when you are a man?"

"Oh, I dun'no," answered Kiddy, rather cheerfully than otherwise. Then, after a pause, he added, "A coster, or summat o' that kind, if I'm lucky."

"And if you are not lucky?" we put in.

"If I ain't lucky," he repeated hesitatingly. "Well, if I ain't lucky, I

must take my chance; I'll have to live somehow, same as others."

We knew the meaning of his hesitating manner. Poor Kiddy, child though he was, his daily battle with the world in the process of "grubbing himself," had made him prematurely wise in some things. Unconsciously he had grasped the ultimatum of the gutter child problem as the conditions of it stood. He felt that for him the outlook for life was either hard, precarious, ill-paid labor, or criminality—with the chances inclining more to the latter than the former. It is a hard thing to say, but that is the prospect before gutter children generally. The majority of them go in time to swell the ranks of the criminal or pauper, or semi-criminal, or semi-pauper classes. Nineteenths probably of our ordinary criminal class have come from the gutter; and, to rescue a gutter child, is, more likely than not, to nip a criminal in the bud.

Taking it that the conversation had come to an end, Kiddy was moving away, when our companion, noticing his bare feet, exclaimed—

"Where are your shoes, boy?"

"Ain't got none," promptly returned the boy, turning round.

"Well, but surely you know some one who would give you a pair of old boots."

"I don't know as I do," replied Kiddy; "beside, I shouldn't care for old shoes—on'y to sell."

"Do you mean to say you wouldn't wear them, then?"

"Not if I knewed it," said Kiddy, with a knowing shake of the head.

"Why not?"

"'Cos I knows what's good for my 'ealth," was the answer, given with an air of superior knowledge. "None o' yer old shoes for me."

"Old ones would be better than none."

"Oh, would they just!" exclaimed Kiddy, evidently pitying our friend's ignorance. "If you'd a tried 'em, you wouldn't think so; you'd soon want to go buff-footed agen. I tried 'em once when I was green, and didn't they warm me, that's all. If the second-handers 'as 'ad 'em, and done 'em up and stretched the knubbles out on 'em, they're pretty well: but if yer 'as 'em just as they've been wored, won't the knubbly parts rawr yer poor feet—that's all!"

Our friend felt that he was being patronized and schooled, and thought it was wise to retire while he could do so with dignity.

We proceeded on our way into the court, and Kiddy went on his way rejoicing—made happy for the time being by a few "browns."

In his pursuit of knowledge, our friend, as we slowly progressed through the court, conversed with, and questioned other children, but with little further result. Broadly, Kiddy Miller was typical of his class. None of the other children that we spoke with were so entirely upon their "own hook;" but the majority of them had in some greater or lesser degree to "grub themselves." Kiddy was not the only one who rooted among the garbage swept from the greengrocers' shops, nor was he alone in the practice of "snacking" bread from school-children, while in one respect he was better off than some of those who had parents. Any few coppers that he could manage to earn, he could spend in food; while others, who were sent out cigar-light selling, hearth stone-hawking, and the like, were rigorously compelled to hand over their scanty gains to worthless fathers or mothers, whose parental practice was to appropriate the half-pence for themselves, spend them in drink, and bestow kicks upon the children. In some of the cases in which the children had to help to "grub themselves," the parents could have found them food, but neglected to do so; in other cases the parents, though having the will, had really not the means, and lived half-starved in common with their children.

—*Good Words.*

PRACTICAL DEPARTMENT.

HELPS IN SCHOOLROOM WORK.

TALKS ABOUT MENTAL ARITHMETIC.

It is said, that a teachers' journal should contain that which can be made use of by those engaged in teaching, and with that end in view, we have prepared the lessons which follow. The arithmetical exercises, which we here explain, may be made quite entertaining if properly managed. I first state a general problem and the rule to be applied in its solution, and then give examples and illustrations. In the first place, let the pupils all be made familiar with the squares of the numbers from 1 to 25 inclusive. This can be done by drill, and should be thoroughly done.

PROBLEM I.—*To square a number consisting of an integral part and the fraction one-half.*

RULE.—*If the integer is below 18: To the product of the integer by the next higher integer, add one-fourth.*

If the integer is above 12: To the square of the integer add the integer and one-fourth.

ILLUSTRATIONS.—I will now illustrate the manner in which this principle may be applied. Suppose the number to be squared to be $7\frac{1}{2}$, and our operation stands thus:

$$7 \times 8 + \frac{1}{4} = 56\frac{1}{4}$$

which is the square of $7\frac{1}{2}$.

Again,

$$(8\frac{1}{2})^2 = 8 \times 9 + \frac{1}{4} = 72\frac{1}{4}$$

Now suppose that the number were $15\frac{1}{2}$, then the work might be represented in the following way:

$$15 \times 15 + 15 + \frac{1}{4} = 240\frac{1}{4}$$

which is the square of $15\frac{1}{2}$.

And again,

$$(24\frac{1}{2})^2 = 24 \times 24 + 24 + \frac{1}{4} = 600\frac{1}{4}$$

Again,

$$(23\frac{1}{2})^2 = (23)^2 + 23 + \frac{1}{4} = 552\frac{1}{4}$$

I will show how this principle may be applied to the squaring of some larger numbers, next month. In order to square any numbers from $1\frac{1}{2}$ to $25\frac{1}{2}$ inclusive, the above illustrations are sufficiently explanatory. All that is necessary, in order that one may be able to perform operations of this kind with great rapidity and with perfect accuracy, is that he first become perfectly familiar with the squares of all numbers from 1 to 25 inclusive, and that he practice so much as to acquire love for, and interest in, the exercise. Pupils can assist one another in a drill exercise of this kind, and will very soon find, with surprise, that all operations similar to it may be performed mentally with much pleasure and profit.

Editor.

TALKS ABOUT ENGLISH GRAMMAR. II.

FINDING THE ACTION-WORD.

Do you remember what Pestalozzi said is the beginning of all knowledge? Well, if you are attentive and will observe carefully, we will take up the thought which we expressed the other day, and see what we can learn about it.

Charles, what was the expression which the class used the other day, in order to tell what they saw me do?

Charles. They said, "You moved the book."

That is correct. The class may repeat.

The Class. You moved the book.

Can any one tell me what "You moved the book," expresses? You may all think a minute, and then any who are ready to answer, may raise the hand. I see that Mary's hand is raised. Mary?

Mary. I think it expresses or tells, that something is done.

You have answered very well, and that shows me, that you *thought* carefully. Good thinking will do much toward making you a fine scholar; and without it you cannot make such fine answers as you have just given. I thank you. The class may repeat the answer which Mary has just made, and Mary may sit down.

The Class. "You moved the book," tells that something is done.

Now I want you to think again. *All* think, just as Mary and a few others thought, before. Do not speak, but raise your hands when you are ready to answer. All be attentive and hear my question. What might you say instead of that "Something is done?" Oh, I'm glad to see you all thinking. I'm going to wait a minute and see if every one will not raise his hand. There, every hand is up now, I believe, and you all look very anxious to speak. I think I ought to call on little Ann. Ann, you may answer so that all will be able to hear.

Ann. We might say, that *an action is performed*.

Thank you,—thank you, Ann. I see by the looks of your classmates, that they think you have answered correctly; and they and you are all right. Now, all may repeat Ann's answer.

The Class. "You moved the book," tells that *an action is performed*.

John, what might we call a word that tells that an action is performed?

John. I don't think I know, sir.

Think a minute, John.

John. It might be called an *action-word*.

There, my friend, you have triumphed. Never again give up until you have thought well. The truth will come to you, if you will seek for it by careful thought. Class, what action-word have we in the expression, "You moved the book?"

The Class. Moved is the action-word.

That is right. I see that you have brought in your slates, and I presume that many of you have several expressions like the one we have been considering, written out and ready to be read. I want now to hear these read, and when you give them, you may, at the same time, tell which is the action-word. I will call on you by your numbers. Number one?

No. 1. "Charles struck the horse;" in this expression the action-word is *struck*.

I have not space to print all the examples here; but I have heard one from you all, and now I want you to remember, that in thoughts of three parts, like those which we have been considering, there is always *one action-word*.

I will now assign a reading lesson, and I want you to find *all the thoughts having three parts*, which you think that it contains, and then tell me *all the action-words* in the lesson. Look carefully, and I think you will find a good many.

Editor.

ADVANCED READING.

The following ideas in relation to discourse and the study of it, with reference to correct reading and speaking, will, we trust, be of service to teachers, especially those engaged in training the more advanced classes. They are essentially those which we remember to have been taught by Prof. Mark Bailey, of Yale College. They have, however, been modified and abridged in practice, and for our

present purpose. We give little except the outline, with a few suggestions only:

Discourse may be { Emotional,
 Unemotional.

Emotional includes
the language of

{ Hope,
Joy,
Love,
Sorrow,
Despair,
Hate,
Anger,
Anxiety,
Fear,
Dread,
Remorse,
Revenge,
Pity,
Contempt,
Pleasure,
Courage,
etc., etc.

Unemotional includes
the language of

{ Ordinary in-
struction,
Description,
Narration.

Upon the above we remark, that the division is meant to be relative rather than absolute, emotional discourse, including that in which the feelings are given free play, or perhaps have even an undue prominence, while unemotional relates to that which is more purely intellectual. It should also be borne in mind, that in our enumeration of what is included in each of the general divisions we have meant to be suggestive rather than exhaustive:

Emphatic discourse
requires marked

{ Emphasis,
Inflection,
Pitch,
Movement,
Pauses,
Modulation,
Gesture,
Attitude,
Action,
etc., etc.

In unemotional discourse, these conditions of good delivery are ordinarily less marked. If the teacher will reflect in regard to each of the above, as to what each may be, as, emphasis may be, strong, moderate,

light, etc., he will find the analysis suggestive.

The study of discourse with reference to delivery, demands the following inquiries:

1. What is its general character?
Is it emotional or unemotional?

2. If generally unemotional, what parts are emotional?

3. If generally emotional, what emotional characteristic predominates?

4. Having decided these preliminary matters, pursuing our inquiries into the *parts* of the connected discourse, we appeal for a guide in respect to expression, to nature. What movement, inflection, force, pitch, etc., are natural in giving utterance to such and such sentiments.

The drill includes
care respecting. { Position,
Management of
breath,
Articulation,
Punctuation,
Meaning of
Words,
Sentences,
Details of
Pauses,
Force,
Inflection,
etc., etc.

Kinds of reading, { Elocutionary,
 Parlor.

If teachers will take the trouble to bring the reading of themselves and their classes to the tests which are found in the nature of man and his thoughts, and will become familiar with the underlying principles relating to expression, they may improve and cause improvement.

Editor.

TEACHERS' QUALIFICATIONS.

At a meeting of the Board of Commissioners of Public Instruction for New York city held Wednesday, March 12th, action of some interest was had in respect to the examina-

tion of teachers in regard to their qualifications for positions in the city schools. The by-law committee reported, that in the examination of candidates for license to teach the delay is such as to cause injustice to be attributed to the departments charged therewith. After designating by name certain officials to whom they delegate certain duties, the committee continue in their report as follows :

"The examination for teachers' licenses shall take place in the Hall of the Department of Public Instruction, at such times as may be found necessary by the City Superintendent. They shall be conducted by written and oral questions, as may be deemed requisite ; and the written answers of the candidates shall be kept on file in the City Superintendent's office, and shall be open to the inspection of the Committee and members of the Board of Public Instruction.

"The subjects in which the Superintendent shall examine candidates for teachers' licenses shall be as follows :

"I. Reading, Spelling (1); English Grammar (1); History (2); English Literature (2).

"II. Arithmetic (1); Algebra (1); Geometry (1).

"III. Astronomy (1); Natural Philosophy (1).

"IV. Zoology (2); Physiology (2).

"V. Principles and Methods of Teaching (1).

"No candidate shall receive a full license whose written work shows a total result of less than eighty-five per cent. In determining such results the value of each of the eight subjects marked (1) in the above enumeration shall be estimated as *ten* per cent., and that of each of the four subjects marked (2) as *five* per cent.

"With the consent of the Committee on Normal College, etc., the City Superintendent shall be authorized to confer upon any candidate a qualified license to teach for a period not to exceed six months. Such license shall be in the usual form, except that it shall designate the position for which it is given and the period during which it shall be valid.

"No person shall be permitted to perform service in any position as a teacher until licensed as above ; and it shall be the duty of the Principal of each school to ascertain that every subordinate teacher has received a proper license before such teacher shall be assigned to any duty.

"Nothing herein contained shall be construed to invalidate the licenses of teachers now in the employment of the Department of Public Instruction."

The report of this committee was laid over for consideration at a future meeting.

At the meeting of the week following, the following important recommendation in regard to musical instruction was submitted by the committee on course of studies.

"Your committee suggest the following as a basis of a plan of organizing the system of musical instruction in the Primary and Grammar Schools.

"1. The schools to be instructed in music by grade and classes as in other subjects.

"2. The instruction to be given by the special teachers now employed, with such aid as may be necessary and practicable from the regular class teachers, under the direction and supervision of the principals and special musical instructors. That is, *it shall be the duty of the class teachers to devote a portion of each day—say ten minutes—to practice upon the lesson*

given by the special teacher, or to hearing recitations in musical notation, or recapitulation of the lessons, so that the pupils may be better prepared for further instruction by the special teacher.

"3. The special teachers of each ward or school to assemble at least once in each week between the hours of 3 and 4 p. m., all the teachers in the ward or school, who need instruction in music or in the methods of teaching it, with the view to impart such instruction and give the necessary direction in order to carry on the work of musical teaching.

"4. The Assistant Superintendent of music, under direction of the City Superintendent, to supervise and direct the operations above suggested, to examine into the results of the teaching in each school, at least twice in each year, and report the facts thus ascertained to the City Superintendent.

"5. In said report each teacher to be accredited with the results attained under his or her instruction in the Record kept in the Superintendent's office, and any deficiency likewise to be recorded and reported as in any other branch of study.

"6. The time spent by the special teacher in giving instruction to the teachers as above suggested, to be deducted from the hours usually spent by said teachers in class instruction, so that no additional expense on the part of the Board be incurred thereby.

"7. The Principal of each school to see that the time and attention given to musical instruction be not excessive, so as to interfere with the other work of the school.

"Your Committee are of opinion that while the carrying out of the plan will involve the additional expenditure required by the appoint-

ment of the Assistant Superintendent, no other expense need be incurred. The service required by the regular class teachers will not be onerous; as, at first and for some time, only elementary instruction will be possible, and the progress, while gradual and continuous, will be necessarily slow. In the meanwhile, the teachers will, by their efforts, be augmenting their accomplishments and usefulness as teachers, and will be preparing themselves to fill their positions with credit and efficiency, should music become an essential part of the course of study, like other branches now prescribed to be regularly taught.

"Your Committee would suggest the expediency of making some degree of musical accomplishments a part of the requirements for a teachers' license, particularly in view of the fact that music is now taught in the Normal College, and all the future graduates of that institution will doubtless have received the instruction and training requisite for the performance of said duty.

"For the purpose of carrying into effect the above suggestions, the following resolutions are offered for adoption:

"*Resolved*, That the suggestions made in this report with the view to a reorganization of the system of musical instruction in the schools be adopted, and that the Committee on Course of Studies, etc., be empowered to carry the same into effect.

"*Resolved*, That at the next regular meeting the Board elect by ballot an Assistant Superintendent of music, as already provided by resolution adopted in December last."

This report was also allowed to lie over, that it might have the careful consideration of all the members of the Board. We are indebted for the above to the full reports of the Board which are published in the *Public School Journal*.

EDITORIAL DEPARTMENT.

We desire to say, respecting the "Daily Order" for an intermediate school which appears upon a preceding page, that it is not deemed by us a model in every respect. Perhaps, if we might be allowed to suggest the work to be done by pupils of that grade, we would introduce some subjects not mentioned there, and would omit some there named. And, in general, we could suggest modifications. But yet, we believe a large number of intermediate schools have about the range of work therein indicated, and that about the relative importance we have given, would be demanded by the patrons of the schools. Our main object, in the preparation of the article, will, we trust, be apparent, and its positions have the weight which they seem to us to have; we hope good results will be manifest in some of the schools of the State.

Faith without works is dead. Theory without practice is dead also. Progress without life is impossible. Life without progress is horrible. The sentences with which Mr. S. S. Taylor sets forth the characteristics of the progressive teachers are full of meaning, and will bear a careful, thoughtful perusal. To promote the interests of education is our aim. We give thought to that. We write with that end in view. God speed the day when not a teacher shall be found in Minnesota who is not *truly* progressive!

We have no special intelligence from the institutes for this number of the TEACHER; but we hope to have reports from which to present a sum-

mary next month. Meanwhile, we will say, that *unofficial* reports are to the effect that these brief schools for teachers have been going on with good success, and that the auguries are favorable with regard to work in our educational fields. So mote it be.

An article which we had hoped to present, prepared by Miss Thomas, in continuation of the series which she is contributing for the TEACHER, relating to elocution in the public schools, was delayed until too late for insertion in the current number. It will appear next month. Miss Thomas is busy in the State Institutes.

We give to our readers eight pages more than usual in the TEACHER for this month. This we do in order that the insertion of the new school law may not rob any of the reading matter for which they are accustomed to look in this periodical. At the same time, we feel that every teacher in the State ought to be familiar with the provisions of the school law, and we trust that having it upon the pages of this journal, they will find it convenient for reference. The friends of education out of our State, too, who are readers of the TEACHER, will be glad to have a copy of our law, in order that they may compare it with their own, and for other reasons. If any educational journal goes beyond us as to amount of reading matter this month, we shall be glad to be made aware of the fact. We have certainly printed all the "amendments" this year.

STATE EDUCATIONAL INTELLIGENCE.

—The spring term of the Dodge County Teachers' Institute, was held at Mantorville, commencing on Monday, March 24, and closing on Thursday evening, March 27, 1873.

The instructors were Robert Taylor, Prof. D. D. Webster, graduate of the State Normal School at Mankato, Prof. Wm. Hoy, Mrs. Marden, and Mr. Edward Wilson, a graduate of the State Normal School at Winona.

—Under date March 11, Mr. Sanford Niles, county superintendent for Olmsted county, thus announced what he would do directly to prepare the teachers of his county for their work:

“A teachers' training school will be organized at the court house, in Rochester, on Monday, March 31st, 1873, at 1 o'clock p. m., to continue in session until Friday p. m., April 18th. The school will be divided into sections, or classes; the first section to be composed of teachers of considerable scholarship and experience; the second, of beginners, and those of more limited attainments. Each section will receive instruction adapted to the needs of the members composing it, and will be required to PREPARE and RECITE all lessons assigned, after the most approved models. This plan, it will be seen, is very different from that pursued one year ago, and, it is believed, will be productive of highly satisfactory results, as it is to be more largely a PRACTICE school.

“Prof. C. W. G. Hyde, of Shakopee, who is an accomplished teacher, and who is peculiarly fitted, by education and experience, for this work, has been engaged as one of the instructors, for the entire term. The teachers of the county may regard themselves very fortunate in securing his services. Mr. G. W. Horton, of

High Forest, B. H. Whitney, of Rochester, and other able teachers, have promised valuable assistance.”

—Report of Lakeland Schools.—

	I	II	III	IV	V	VI	VII
Feb.	43	31 $\frac{1}{2}$	38.3	81 $\frac{1}{2}$	102	3	23 $\frac{5}{6}$
	49	35 $\frac{1}{2}$	42	84	84	1	
March	39	32 $\frac{1}{2}$	36 $\frac{1}{2}$	89 $\frac{1}{2}$	96	6	16 $\frac{1}{2}$
	52	34 $\frac{1}{2}$	41	84 $\frac{1}{2}$	57	9	

I, is used to denote “number enrolled;” II, “average attendance;” III, “average number belonging;” IV, “per cent. of attendance;” V, “number cases of tardiness;” VI, “number neither absent nor tardy;” VII, “hours lost by tardiness.” The figures arranged first in order report the highest department. Mr. Bixby, principal, called and left his report at the editor's office, and, in so doing, called attention to the fact, which appears above, that reporting to the TEACHER is having a directly beneficial effect upon his school. The number of cases of tardiness has been diminished nearly 50 per cent.

Superintendent Bloomfield reports: School District No. 1—Douglas County, comprising the village of Osakis, on the line of the Pembina Branch, St. P. & P. R. R. has voted to build a new two-story frame school house 24x36 feet. The work is to be commenced immediately and completed during the coming summer.

The District has also voted to issue, for building purposes, its bonds to the amount of \$2,000, payable in equal proportionate sums in four, six and eight years respectively, and bearing interest at the rate of 12 per cent. payable semi-annually. A graded school is contemplated at Osakis, and will be established there, as soon as practicable.

From St. Charles, Supt. J. R. Richards, we have the following report for February:

No. enrolled,.....	291	H M
Av. No. belonging,.....	267	
Per cent. of attendance,.....	96.4	
No. of tardinesses,	4	
Time lost by “	1 18	
No. neither tardy nor absent.....	125	
Visitors	59	

MISCELLANEOUS TOPICS.

It will have been noticed by some of our readers, that we adopted the plan of giving some prominence to the matter of clubbing the **TEACHER** with other periodicals and with first-class literary and new spapers. What these periodicals are and on what terms they are furnished alone and in conjunction with the **TEACHER** may be seen by reference to second page of cover, present number. We have already furnished to a considerable number our monthly in club with others, and we intend to keep prominently before the friends of education our clubbing and premium lists, together with our *special offers*, so that it shall become a habit, more and more, with the friends of education, to remember in subscribing for their regular weeklies and monthlies, that they can, in some cases without any additional cost, and in other cases with an additional expense which is but trifling, secure for themselves **THE MINNESOTA TEACHER**. We have not space to make special mention in this connection of the magazines, &c., with which we club. Few journals of any kind in our country offer a better opportunity for selection.

In the higher departments of the St. Charles Graded School the method of regular topical reviews has been in use for some months past with very decided success. The primary object being to enable diffident pupils to overcome their shyness, and to give an easy address and carriage to all in recitation. The plan is this: At the beginning of the recitation the teacher assigns to some one the task, saying, "A. B. you will review today's lesson for tomorrow." Thus notified, the pupil prepares his review, and delivers it without prompting or question from the teacher. At its close any members of the class offer criticisms. At first the students will learn the words of the author, and repeat as they would speak a piece; but soon this wears off, and they learn to dress the ideas in their own language, two minutes only being allowed.

In the High School, lectures from an assigned topic are used in many classes. Pupils are encouraged to prepare for the exercise and to speak from note, standing in front of the class. The result has been very gratifying. Many will speak from three to five minutes, merely glancing at the notes, while the finished sentences, rounded periods and increased gracefulness in elocution, richly repay for the labor put forth.

Teachers should not fail to avail themselves of some of our special offers. We offer the **TEACHER** one year, (\$1.50) and Orcutt's *Teachers' Manual* (\$1), for \$1.80. This includes postage which is 15 cents; so that the actual cost of that valuable new book for teachers, obtained through us, to them, is 15 cents. We also offer to send the **TEACHER** six months on trial for 60 cents. Every teacher in the State should subscribe at once.

"It is best not to dispute, where there is no probability of convincing."

If Prof. Steele has had in mind to keep the best wine until the last, in the preparation of his series of studies in the Natural Sciences, we must be allowed to say that we consider him an excellent connoisseur in wines. His latest work, *A Fourteen Week's Course in Physiology*, published by *A. S. Barnes & Co.*, New York and Chicago, has evidently been prepared with great care and painstaking effort. Perhaps it was to be expected, that, in the especial work of preparing textbooks to pass the crucible of the school-room, the author would improve as he should write more with that end in view; and in the preparation of this treatise, he has availed himself of the experience and researches of a large number of practical teachers and eminent scientists. Prof. Steele's style in composition, full of apt illustrations and glowing with the enthusiasm of one who is in love with his subject, is well calculated to awaken an interest on the part of his students, and in this book, he has crowded into a small space, with excellent arrangement, that which can be properly taught respecting physiology in our public schools. Every teacher in the country ought to have a copy of this book, whether he has a class of pupils fitted to use it as a textbook or not. For we warrant, that many of them, by reading it, would learn to live better themselves, and then, as suggestive of lessons to be given orally to younger pupils, it has great value. Price \$1.50, sent by mail. For special terms to those wishing to examine with reference to introduction, see advertisement on a succeeding page.

From the press of N. C. Nason, Peoria, Ill., we have *The Addresses and Journal of Proceedings of the National Educational Association*, ses-

sion of the year 1872 at Boston, Mass. The volume comprises nearly three hundred pages of closely but clearly printed matter, and should be in the hands of every teacher in our country. The number of teachers who can attend the annual meetings of the association is comparatively small, and a careful reading of what is done by those who are present, especially of the essays of the men of national reputation and recognized ability who are called out there, can not but be greatly promotive of good, and is a tribute of respect to the profession due from every member of the craft.

Address, S. H. White, Peoria, Ill.

The leading publishing houses of the country have seen that there is a demand for briefer treatises upon U. S. History than have been general hitherto. They have, therefore, had their writers at work to provide such treatises,—treatises which embraced in brief and clear and connected statements the important facts of our country's history, and which were in other respects adapted to the wants of the public schools. With this end in view, Prof. W. H. Venable, of the Chickering Classical and Scientific Institute was employed by the enterprising publishing house of Wilson, Hinkle & Co., Cincinnati, who has given to the teachers and schools of the United States a schoolroom treatise which embraces not a few points of real merit, as well as some of excellence. We recommend this book to school boards, county superintendents and teachers as worthy of examination and use.

A vast amount of information, making a volume worthy to be carefully studied, is collected by our worthy Commissioner of Education, and fortunate is he who is the recipient of this "Pub. Doc."

THE
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NO. 5.

CLASSICAL STUDIES.

Education and school economy are subjects that have numerous and varying relations. From time to time various educational problems are being presented, arising from the varying relations of these subjects to their surroundings. Discussions upon vital questions of educational concern are continually arising, and fierce and bitter conflicts are being waged in many a pedagogical field.

The subject of corporal punishment was at one time a fruitful theme for the educational essayist, and *in loco parentis* has almost become incorporated in the vernacular of the teacher.

Compulsory education is just now a vexed question, and its discussion is filling its appropriate place in our scholastic literature.

How far can the State justly educate its children? To what extent can the public money be used in support of a system of free schools? Are not high schools and universities unconstitutional? Such questions as these are sometimes mooted, although it seems almost a settled principle that the State, especially a republican government, must educate *all* its people, and that it must educate them so far that they are able thereafter to take up the work themselves, and educate themselves in a course of instruction extending through life. Not that all will avail themselves of the advantages of these higher schools,

but the possibility of passing up to the highest, stimulates and gives practical effect to the lowest primary.

It is my pleasure to-night to direct your attention for a few moments to one of these educational themes, hackneyed, indeed, but by no means unimportant or commonplace.

My subject is the value of classical study. I do not hope to add anything novel to what has been so well said by others on this subject; for it has been discussed by many able men both in this country and Europe. Still, when there are in every community those who decry the value of classical culture; when, in the West, the very enterprise and energy that are adding so much and so rapidly to the material wealth of new States, do not predispose to the formation of tastes for this kind of culture; when, in St. Paul, there are so few schools where the classics are taught, and so few persons, comparatively, who properly appreciate the value of these studies as an educational force, I have thought that it would not be inappropriate for me to reiterate the ideas of those who have written in more graceful language than I can command of the benefits of good studies in the ancient languages.

Have the Latin and Greek languages any claim to a place in any course of study? Are there any advantages in such studies not gained as readily without them?

Preliminary to a proper answer of these questions, let us see what is the aim of education and courses of study.

I have heard of a person—a teacher—who is an encyclopedia of information on a variety of subjects. He can tell immediately, without thought, accurately, minutely and exactly, the date of the birth of Martin Luther, and the horizontal parallax of the moon; the name of each of the Sandwich Islands, and the relation existing between the trigonometrical functions of an arc of a given number of degrees; and yet, for any of the purposes for which instruction is practically put, he is an ignoramus. His mind is crowded full of facts, and yet he is far from being an educated man.

The trite definition of the word education, founded on its etymology, expresses the truth, after all. To educate is to draw out, not to put in; and the design of an educational system is

to fit for the varied duties of life by disciplining the powers and enabling one with cultured mind to settle for himself the various problems that actual life will present. The design should be not to fit for a particular calling, but to fit for any. Our graduates are to remember that, though they may become successful doctors, lawyers and merchants, by virtue of their training, the great design has been to make them successful men and women. The object, then, of an educational system is, not so much to give a knowledge of facts, as, to call into exercise, develop and discipline the powers of the mind. It has for its end the cultivation of those powers and habits of the mind that will enable a man to deal successfully with his fellow man, and to exert a wholesome influence on all within his sphere of action.

The advantages of a proper study of geometry are not lost in the case of one who has forgotten every demonstration upon which he has so faithfully toiled. With this view of intellectual education, how easy becomes the explanation and the answer to the question so often propounded to every teacher: Of what use is this study to be to me in my future life?

The question then to be asked in the arrangement of a course of study is: What studies, taking all things into account, are best adapted to discipline the mental powers; to furnish that development which has for its aim the perfectly cultured mind?

No doubt, if it were possible, as all systems of science are harmoniously related to an integral whole—if the mind of man were sufficiently vigorous to comprehend and retain it—it would be best to comprise in our course of study the whole circle of knowledge; but as this is clearly impossible, we are compelled to select a sufficient number of studies, giving prominence to those best adapted to the ends proposed by intellectual education.

The study of language, in some form or other, is of essential importance as an intellectual discipline. Language is the medium for the communication of thought, and in linguistic studies we are, therefore, studying the laws of thought. What leads to improvement and disciplines the faculty of language must tend to develop and cultivate the mind. The study of language, too,

has been selected by the Creator himself to develop the powers of the infant mind.

All this being admitted, it may be asked, Why not study the English language? Or, if that does not furnish the necessary culture, why not use some modern language that may seem to be practically of importance? To this it may briefly be answered, that our own language is spoken and understood so readily by us that it is not as well adapted to give us knowledge of grammatical forms and the principles of language, and accuracy in its use, as one that is learned by laborious effort. Modern languages, also, can be learned orally, and thus furnish culture to the memory alone. Modern literature is filled with classical allusions, which are devoid of meaning to those who are ignorant of Latin and Greek. Latin, too, is the key to the modern languages, so that if three modern languages are to be studied the shortest way to their comprehension is through the Latin.

The preference, too, might be awarded to the Latin and Greek tongues for their perfection as languages and the value of their literature.

The study of Greek and Latin cultivates more faculties of the mind than do many other studies. It cultivates the memory. New inflections, forms, and the meaning of words, must be committed to memory. It disciplines the judgment in the selection, from a multitude of meanings for a word, of the one most appropriate for any particular passage. It develops the imagination and exercises the reasoning powers. It cultivates the taste. No one can fully enter into the spirit of the classic authors without experiencing a refinement of his tastes. The languages in which Homer and Virgil sung—in which Herodotus and Livy wrote their histories—in which Demosthenes and Cicero gave forth their eloquent utterances—will, if properly studied, lift the student from the vulgar and the sensual into a world of purer thought and nobler sentiment. The inspiration that arises from the study of the classics is noticeable. Magnanimity, heroism, greatness, and all the public virtues, have here illustrious exemplifications presented in immortal works of history and poetry. Other nations have had their great men, but

no nations have so fully exhibited and so perpetuated their memory as those of Greece and Rome.

My own experience as a teacher leads me to think that one of the best means to make students good mathematicians, even, and studious pupils in other branches, is to inspire them with a love for the classics.

Another argument often used in favor of classical study is, that thereby much is gained in the knowledge of our own tongue. About one-half of our words are from the Latin, and the command of our own tongue is therefore quite dependent upon a knowledge of that language. The close analysis of an English work, such as "Paradise Lost," is almost impossible to one unacquainted with the Latin.

In all our literature a knowledge of Greek and Latin is as much taken for granted as a knowledge of the alphabet, and the facts and fictions of ancient history and mythology are as familiarly quoted as any of the facts and theories of science. We cannot read a single page—we can scarcely utter a single sentence—without acknowledging our dependence upon the languages of Greece and Rome for the expression of nice shades of thought and subtle distinctions.

I was asked a few days ago by a gentleman—a patron of our High School—if the substantial benefits coming from a study of Latin might not be obtained, in less time, by a study of English text-books on etymology and the derivation of words? "If," said he, "Latin is of so much assistance in the proper understanding of our own language—if the precise meaning of words is to be gained by a study of Latin, and such knowledge is important—why not use English works that would trace these words to their Latin root, and give, in a short course of study, all the advantages to be gained in this direction? Why spend years in laborious attempts to master a foreign language that, at the best, you may not hope ever to be able to speak with fluency?"

My answer to these questions is, that such study of words, even in English, is doubtless beneficial. But the great advantages of a study of Latin are the discipline for all the powers of the mind gained by those years of study, and the æsthetic cul-

ture obtained by it, the importance of which can be measured by no scale of dollars and cents. Such questions are not based upon a proper appreciation of the true aim of education. They seem to indicate that courses of study should contain nothing but that which has some relation to the ordinary occupations of life. They place above the love of truth for truth's own sake, the vulgar motive of getting up in life, as the true aim of youth, and count all that as waste of time that is expended in furnishing the mind and cultivating the taste.

In these later years, in this country, considerable opposition to classical study has been developed. The discoveries recently made in physical science have turned attention in that direction, and awakened unwonted interest in that department of study. The practical tendencies of the age have caused those studies whose advantages seemed less immediate to be undervalued.

Popular education, too, has made great progress, and has almost systematized its *practical* business into positive methods. Its courses of study are intentionally adapted to the actual business of life, and perhaps the growing favor of popular systems of education has caused hostility to what to the public seems less practical.

Cornell University, though not discouraging classical study, caters to this desire for the new education by giving the same degree to those who make equivalent progress in French and German. Probably much of this opposition is caused by the inferior quality of classical teaching. It cannot be denied that, while much study has been expended on the best methods of teaching reading, arithmetic and primary studies, little advance has been made in classical teaching; and many a college man to-day is compelled to admit that, in regard to methods of imparting instruction, he is behind the times. There are no normal schools for the training of classical teachers, and the elementary work in the ancient languages is, for the most part, done by those just from college, who have pursued their studies without any especial reference to the best means of teaching others. Of course, the colleges have much too extended courses of study to be able to do much toward fitting teachers for the important work of classical instruction, and it can be readily

understood that something more is needed than the mere ability to translate good Latin and good Greek into good English, to make a capable instructor.

With some provision for the special preparation of classical teachers for their work, better results might be obtained, and the popular clamor against the classic languages would soon cease. I believe that college professors are becoming aware that teaching regards manner as well as matter; and I regard it as a favorable sign for higher instruction, that at the National Teachers' Association, in one room are assembled the college men, discussing the Erasmian pronunciation and Greek roots, and in the next are the primary teachers, seeking the best method to begin intellectual training.

There are not claimed for the classics any exclusive privileges. It is not asserted that they alone should have a place in any course of study. I have no sympathy with that affectation that exalts ancient literature and can find nothing worthy of admiration in the immortal works of Shakspeare, of Milton, and of Bacon; but I do claim for the classics a place, and a prominent place in every extended course of study, and that there are advantages in such studies not gained as readily without them. The practical utility of the study of mathematics is undoubted. The place that the modern languages should occupy in a liberal education is an important one. Many of the facts and principles of natural science should be unfolded in a complete course of instruction. But no argument is needed to enforce the claims of these studies. Their advantages are immediate. The tendencies of the age are in that direction. This very day from across the waters, from France still bleeding from the wounds of a baleful war, comes the news of radical changes in the system of popular and higher education, presented by the Minister of Public Instruction to the National Assembly. These changes reduce the time given to the ancient languages with the view of gaining for the modern. They abolish Latin verses and confine the translation from French into Latin to the lower classes of their schools.

It is this tendency to revolution, this utilitarian spirit so prevalent that in these days is bringing before the tribunal of

public opinion these studies that have stood the test for centuries.

The late Edward Everett, the classic orator of Massachusetts, thus testifies concerning classic studies: "There are other advantages besides the intrinsic merit of the ancient classics amply sufficient to repay us for devoting a few years to the study of Greek and Latin. We know of no kind of labor so well adapted to the general improvement of the faculties of early youth."

President Porter of Yale College, says: "We contend not only that the colleges have judged rightly in giving to the study of language the prominence which it receives, and that the Greek and Latin deserve the special pre-eminence which has been assigned them, but that there are peculiar reasons why they should be even more thoroughly and earnestly cultivated than they have been.

Fred. W. Walker, Head Master of Grammar School at Manchester, thus puts himself on record in reply to the question, would you then like to teach Latin and Greek to those who are destined to become small tradesmen and so on? "I would teach those languages to peasants, if I had the means and the staff."

John B. Mayor, in the preface to his Greek Reader, writes: "I have heard tradesmen express their gratitude for the training of a classical school. They had found it of practical benefit in after life."

President Felton, of Harvard University, thus testifies to the value of classical studies: "Those who say that the classics are of no practical use; those even who say that they are merely ornamental in a liberal education; show an entire forgetfulness of their most striking and obvious effects. They are eminently practical."

If then, in a complete course of study, the classics have a legitimate and prominent place; if the University, which crowns our system of popular education, requires a knowledge of them for admission to the privileges of its collegiate department; the work of the High Schools is plain. If the University begins where they leave off, the High Schools should be certain that they keep pace with the University, and do not stop short of the

point where it begins; and while the High Schools must graduate many into the busy school of active life, they can make it *possible* for any who desire it, to enjoy the highest culture of the College and the University.

Imagine for a moment that the studies of Greek and Latin were stricken from the curriculum of every school. No more hereafter is there to be an opportunity for any one to gain a classical education. No more could the clergy consult the inspired pages as they were first written. The lawyer is now unable to study those old masters of jurisprudence in the original. The statesman can no more, except at second hand, prepare himself for the discharge of his duties, by a knowledge of the history, laws and political institutions of Greece and Rome. Our education, in this state of affairs must become one-sided. Our higher institutions must change to practical schools of technology.

That culture and that taste which is the product of centuries of classical training, must be lost.

From such a state of things may our own good sense defend us.

B. F. Wright.

AN AESTHETIC VIEW OF ELOCUTION.

Aesthetics, in general, is the science of the beautiful; as applied to elocution, it must be the science of the beautiful in spoken language. Then, to proceed understandingly with our subject, we inquire what is beauty? In answer, we cannot do better than quote from Rev. M. B. Brown. In his able treatise on the subject, he says: "Beauty in itself depends on principles founded in the nature of the human reason; that is, on those original ideas of proportion, symmetry and adaptation to a special end, etc., implanted in the human mind by the Creator." The *science* of the beautiful, therefore, consists in a close perception of the conformity of things deemed beautiful with those ideas of reason, while *art*, considered in reference to

beauty, is the embodiment of these ideas in external forms, so as to make them clearly perceptible to others. We mention *art*, because the Elocutionist is an *artist*, as well as Scientist.

Now, as elocution consists in the outward expression of thoughts and emotions, by means of articulated and modulated speech, aided by gesture, or physical action, and as the beautiful in elocution consists in the conformity of this outward manifestation with the inward thoughts and emotions, it follows that the elocutionary *science* consists chiefly in a perception or appreciation—*first*, of the relations which exist between thought and emotion; *secondly*, of the relations between these and language.

It follows, also, that the elocutionary *art* consists in the ability to adapt the external language (speech and gesture) to the inward thoughts and emotions, in strict conformity with these relations.

As regards the first requisite of the *science* of elocution (a perception of the relations between thought and emotion), a naturally clear and well developed mind is required, since thought and emotion result from the exercise of mind in all of its departments. In regard to the second requisite of this science (a perception of the relations between the mental state and language), that acuteness and versatility of mind are called for which constitute what is expressively denominated “a good ear.”

We know that these natural qualities of the mind exist to a greater or less degree in all men who enjoy the use of reason, and in most cases to a greater extent than is generally supposed. But the degree of this activity, as a general rule, will depend on the extent to which the mind has been cultivated.

Hence, care should be taken by all who desire to become good readers or speakers to cultivate and develop the mind in all its departments, especially those closely related to the subject under consideration.

The Elocutionist, considered as an *artist*, must be able to inspire his hearers with thoughts and emotions similar to his own, by seeing, as it were, the workings of his own mind in the lan-

guage by which he expresses them. This he can do only by a perfect adaptation of the language he uses to the sentiment or thought he would express.

The first step towards the attainment of this power is the study of nature, for the Creator has placed in our minds ideas of proportion, symmetry, order, etc., on which our appreciation of beauty depends, and at the same time established certain relations in accordance with these ideas between thought and emotion,—so has He placed in man an instinctive inclination to use language suited to the expression of emotion of whatever character it may be, whenever that emotion is excited in a present or real cause. Thus, while we actually gaze on suffering and distress, the quality, pitch, movement, etc., of our voice, together with the position and movement of the body, will naturally correspond perfectly to our inward sentiments; and any one seeing or hearing us under such circumstances would recognize at once the genuineness of the emotions from their outward expression, and similar emotions will be excited in him. This is nature. But the real cause calculated to excite the emotions is seldom actually before the elocutionist, and yet to produce the desired effect he must shape and modify his language, as if that object was really present. Hence he must first study nature, in order to be able by the force of imagination to call up within himself the feeling or emotion he would excite in others; and secondly, he must be able to imitate in expressing this emotion the peculiar form and modification of language suggested by nature. I say imitate, because since the emotion itself, in this case, is fictitious, the expression of it will be but an imitation of what would be natural were the emotion real.

Now as imitation is “never the result of spontaneous effort, but of culture and training, to become elocutionists in the natural sense of the word, we must acquire a perfect command of the *technique* of this noble art, which mastery supposes an ability to render a practical application easy, natural and appropriate.”

One may understand the theory of music, may know all the rules of harmony, and be able to detect the slightest defects in the performance of others, and yet be unable to execute a single piece himself, *because he has not practiced*, and it is only after

long and patient practice that he acquires that faculty of execution which leaves him free to attend solely to the sentiment, while the fingers or voice fulfill their office mechanically, as it were, being impelled only by the force of sentiment. So in elocution, the voice must be trained in all the branches of culture and the whole man so drilled in the various means of expression that a proper tone and modulation of voice, with an appropriate gesture, are *unconsciously* produced by the mere presence of the emotion, although it be simply reproduced by imagination.

When Dr. Johnson was asked his opinion of the reputation attained by Garrick, that wonderful interpreter of Shakspeare, he replied, "Oh, sir, he deserves everything he has acquired, for having seized the soul of Shakspeare—for having embodied it in himself, and for having expanded its glory over the world."

Herein lies the secret of elocution, one must seize the soul, as it were, of the author, whose thoughts he would portray. "Put himself in his place"—think as he thought, feel as he felt—so making his very thoughts his own. *Then* he will speak with that true eloquence which alone deserves the name of elocution.

We see, then, that the art of elocution is not a mechanical art to be easily acquired by one who has a voice and little else. Habits of mental analysis, the power of nice discrimination in regard to thought, habits of careful observation and accurate judgment as to the adaptation of sound to sense, are required and must be developed in our pupils, and this science develops and calls into exercise the various powers of the mind as no other science does. The result of a proper teaching of this science will be that scholars will form correct habits of study. And what is more essential than that they should learn this at the earliest possible period of their lives?—what an amount of time and labor would be saved. And can a study that does this fail to be a means of mental culture and improvement? And yet it is not by the majority considered an educating power, and is usually made subordinate to others. Where, when and how to begin the study will be considered in another article.

Julia M. Thomas.

TEACHING TO WRITE.—AN ESSAY.

I am not going to read to you a long article on the "origin of writing," nor attempt to trace it down from the ancient Phoeniceans who first made use of letters; nor will I go into a minute account, of how Evander, the man who first brought the knowledge of letters to Rome was honored by being made a god after his death. For Evander, I have no tears to shed.

It matters not to you that writing for nearly two hundred years fell into disuse, and was revived in the thirteenth century. These facts are known to you all. So you will pardon me, if I leave that field of ancient research, and tell you how we write now-a-days; or rather how some teachers conduct a writing exercise, and what they say about their pupil's writing, what little interest they take in the study and so on. I have been asked many times during the past few years by a certain class of teachers, "do you not get awful *tired* teaching Penmanship?" Then would follow the remark: "Your work seems so *monotonous* to me. Just look at some of my scholars' copy books; ain't they horrid?" I will say in reply to first question about getting tired, I *do* get very tired sometimes, especially when I talk to seven hundred pupils in one day, or perform a pilgrimage of ten miles every Friday, to instruct the schools located in the suburbs of the city, *then I am* tired; but it is because I have so much to do, not *tired*, or as the manner of the questioner implied, *disgusted* with my work. It seems monotonous, says the teacher. Well if that same person knew, or cared as little about the other branches she taught, as she does for penmanship, she would be the victim of such monotony as the world has never seen. My scholars horrid writers; yes, they are, but what else could you expect but horrid writing, and blotted books, when you give a boy a pen, and a bottle of ink and then turn him loose on a clean, new copy book, and tell him to *amuse* himself for fifteen minutes each day. Let me tell you how I have seen some teachers conduct a writing lesson. The time comes for writing, and the teacher commences to rat-

tle and pound on the call-bell. This is a signal for hostilities to cease, or more properly, commence. Books are thrown aside, or dropped on the floor, and then about every other scholar jumps from his seat as a pigeon is thrown from a trap, and the exclamation of, Teacher! Teacher! resounds through the room. Nearly all of these scholars "arise to explain," something about their pens, or copy books. Meanwhile, the teacher, with a forlorn look on his countenance, and a stack of copy-books on his arm, wanders about among this *standing army* trying to distribute the books, by holding up one book at a time, and asking whose it is. This question, of course, brings out a full chorus of answers. After some five minutes have been spent in this kind of *general exercise*, the books and pens are distributed.

Now the teacher says, "open your books, and go to writing," then he sits down and writes up his ledger, or scrawls off a letter. No attention is paid to the matter to be written, or the manner of writing it, and very little to the order of the scholars while writing, except that enough of semblance of order shall be maintained during this exercise to distinguish it from *recess time*.

Again that bell is jingled, and you hear a flapping noise that sounds like a thousand pigeons just leaving a wheat field. *That* is the scholars closing their copy-books. This maneuver also transfers the writing and *the blots* to the blank side of the book with a great deal of correctness. Another attack on the call-bell, and a sound greets your ear, like the rapid discharge of a bunch of fire-crackers placed under a tin pan; *that* is the scholars closing their ink wells. They close them one at a time, in order that the sport may last the longer; besides it tends to cultivate a spirit of patience on the part of the teacher, and make him not easily annoyed by petty disturbances.

I will now show you how the writing exercise is conducted in many of the schools of this city. In the first place, a time is set apart each day for writing, say twenty minutes. At that time every day the bell strikes softly and but once; books are then laid aside without noise, and the scholars sit erect in their seats; another gentle tap of the bell, and the monitors rise,

take copy-books, and at the third signal distribute books and return to their seats. One more signal, books and ink wells are opened and position taken. Before the scholars commence to write, the copy is explained, and instruction given as to the amount of writing to be done and how they are to do it. Pens are now taken and writing begins. The teacher during the writing hour passes around among the pupils correcting position, pen holding, and showing incorrect forms of letters. Closing the exercise. First signal, blotters are used and books closed. Second signal, ink wells closed, not one at a time, but all at the *same* time.

Third signal, monitors rise, collect books and pens, place them on the desk and return to seats. Whole time occupied in commencing and closing the exercise, two minutes. In the last case, the lesson was given without any extra noise or confusion, and the scholars understood that writing meant something, was in fact a regular lesson, and not as some scholars, and even *teachers* seem to think, an exercise something akin to *gymnastics*. In what grade should we commence to teach writing systematically and thoroughly? My answer is, teach slate writing and teach it well, in lowest grades of your school if that grade is Z. If you doubt the wisdom of this plan, go with me to some of the lowest grades in the public schools of this city, and there see writing that would do credit to a majority of scholars in their *teens*.

I have been asked, can children who seem to have no natural taste for writing, learn to write well, if they have proper instruction? As I am not much of a believer in natural gifts, believing rather that hard work and application have often been mistaken for genius, I answer yes, not only those who have what you call natural aptitude, but all who will apply themselves. When we teach writing in our public schools as we teach other branches, by making it a study for ourselves as well as scholars, then and not until then can we expect to carry on our scholars to satisfactory results, or see good writing the rule instead of the exception.

A REVIEW OF THE RAMSEY COUNTY TEACHERS' INSTITUTE.

At a regular meeting of the "St. Paul Teachers' Association," held March 8th, of the current year, it was unanimously voted, on motion of Mr. S. S. Taylor, of the Adams School, "that the city superintendent be, and hereby is, requested to ask of the Board of Education, that the city schools be vacated one week to afford an opportunity for the holding of a Teachers' Institute." This request having been presented to the board, was unhesitatingly granted, and proper arrangements having been made with the state and county superintendents, the announcement was shortly after made, "that a County Institute" would be held at the city of St. Paul, in the hall of the High School, to open on Monday, April 7th, and to close on Friday, April 11th.

This meeting was looked forward to with rather more interest than is ordinarily excited by such gatherings, partly from the fact that it was the first Institute ever held in St. Paul; but chiefly perhaps, as indicating that the Board of Education of that city, in thus granting its teachers a week for professional training and mutual improvement, tacitly expressed its satisfaction with the line of policy adopted at the close of the preceding school year, and consequently its intention of adhering to it.

How far the liberal action of the Board is justified by results, cannot in our judgment be determined from any record, however complete, of the week's proceedings, of which this article aims to present a brief outline. Indeed, the work of the Institute is not, in the proper sense, finished; it is but begun.

Nor are its results to be estimated from the attendance upon the Institute, the enthusiasm manifested, or the amount and character of the instruction given. However satisfactory it may have been in all these respects, the Institute must still be regarded as a failure, if it does not, in the ensuing year, produce a marked effect upon the organization, conduct, methods

of instruction and general tone of the county schools. It is for such results as these, that those, to whose liberality the holding of the Institute was due, very properly look; and it is to achieve such results, that every teacher, who enjoyed the supposed advantages of the meeting, should strive.

The Institute opened at the appointed time with an attendance of about seventy-five teachers, State Superintendent Wilson in the chair.

A permanent organization having been effected, it was announced that, at the close of each afternoon session, members of the Institute would be appointed to read, in the evening, reports of the sessions of that day and of the preceding evening. It was agreed that there should be three daily sessions—the first to open at 9 A. M. and close at 12 M.; the second to open at 1:30 P. M. and close at 4:30 P. M.; and the third to open at 7:30 P. M. and close at 9 P. M.

The work of the Institute commenced at 9:30 A. M., with an exercise in reading, conducted by Miss Julia M. Thomas, who gave the instruction in that branch throughout the week.

After defining elocution, Miss Thomas urged that it should be taught in the lowest grades of school as well as the highest, and showed how this might be done, viz: by laying aside reading books, and substituting blackboard exercises; by care on the part of teachers to use language correctly and politely, and to insist upon receiving from her pupils full and well-worded answers to all her questions. She also urged that teachers should insist upon vivacity, spirit and *action* in their school reading exercises. Her remarks on this point evoked an animated discussion upon the question, "is there any difference between acting and reading?"—both sides of the question finding enthusiastic supporters.

The subject of Grammar had been assigned to Supt. Gage, of St. Paul. On opening he referred to the growing tendency towards substituting the study of language for that of the technical rules of grammar, it having been abundantly demonstrated that a knowledge of the latter did not necessarily imply facility or correctness in the use of the former. He then gave an illustrative lesson in language, appropriate to beginners. The drift

of the lesson was towards the cultivation, in the pupils, of observation, action, thought and its expression. Teachers were then instructed to call the attention of their pupils to the fact that all expressions of thought consist of either two or three capital parts, known to us as subject, verb and object. Pupils should be required to give and write expressions of these kinds, thus affording an interesting school exercise.

Supt. Wilson expressed his opinion that, on account of the inherent peculiarities of English grammar, it would be better to postpone its study till pupils had become practically acquainted with the correct use of language.

The forenoon session was then closed with a lesson in Arithmetic by Supt. Gage,—subject “counting.” He gave several methods of teaching the idea of numbers as far as 9, and advocated the use of objects in all such lessons.

AFTERNOON SESSION.

Miss Thomas continued her instruction in reading, the lesson consisting chiefly of physical exercises suitable to the strengthening and development of the vocal organs.

In grammar, Supt. Gage gave examples of connected thoughts (complex sentences), then introduced several of the parts of speech. The verb was particularly dwelt upon as the principal word of the sentence. The terms *subject* and *object* were then taught, and the use of a set of symbols, intended to expedite class-work in grammar, explained.*

The term *voice* was then developed, by changing sentences from active to passive forms, and was defined as “that property of verbs that enables them, by change of form, to express thought in various ways.”

Miss Wright, of the Washington school, St. Paul, gave an instructive and enjoyable lesson in form, developing the term *square*, a figure having four equal sides and four square corners.

After recess Supt. Gage continued the subject of arithmetic, giving the derivations of the words *eleven*, *twelve*, *thirteen*, &c.,

*It was our original intention, in preparing these notes, to present to our readers the symbols alluded to above, with such explanations as would seem necessary, but lack of space forbids.

and introducing the Roman Notation. He then showed how the interest of pupils might be enlisted in the Arabic figures, by accounting for their shape in ways the ingenuity of the teacher might suggest.

The subject of Geography was then taken up by Supt. Wilson. He prefaced his lesson by remarking that, in his judgment, too much time is given in our public schools to this branch of study; that, if the attention of the pupil were confined to the proper points, and not turned to worthless matters of detail, the time occupied in the study of geography need not, in any case exceed two years. In respect to the order of subjects, he recommended that the pupils be first given an idea of Time, then of Position or Place, then of Direction, and finally of Maps. Pupils should be taught the divisions of our day into Day and Night, the different times of commencing each, &c. He would have pupils made familiar with some unit of measure, as a yard stick, or a string one rod in length, and by its frequent use enabled to judge accurately of distances.

After an exercise in the adaptation of phonetic spelling to class work, the institute adjourned.

EVENING SESSION.

Interesting reports of the morning and afternoon session were read by Misses Rowland and Bunker, of the St. Paul High School.

The principal feature of the evening was a lecture by Supt. Wilson, upon the subject, "Our Earth." After alluding to the wonders and beauties of the world, the speaker touched upon the question of its origin,—whether it had issued from the Creator's hand in its present completeness, or had radically changed through infinite periods. He referred to the long and bitter strife upon this question, between science and religious zeal, and attributed it to the misinterpretation of the Scriptures,—expressing it as his own opinion that science and revelation, rightly interpreted, substantiate each other. He then presented, as the most generally accepted theory of the earth's origin, the "nebular hypothesis" of La Place, and traced the probable development of the world from a mass of vaporized matter to its condition at the time of the creation of man. He

discarded all theories of the speedy dissolution of the earth, but looked forward to a future more glorious in its possibilities than the present or past.

After the reading of selections, by Miss Thomas, the Institute adjourned.

TUESDAY MORNING.

After the usual opening exercises, Mr. J. D. Bond, Superintendent of Penmanship in St. Paul schools, gave a lesson in his specialty. He said that the three prominent points to which attention should be fixed, in giving instruction in this branch, are: Knowledge of form, execution and criticism.

Teachers should, by practice with the Key, acquire a correct knowledge of the principles of standard letters, and the true method of forming them. He explained several excellent modes of criticism, recommending particularly self-criticism on the part of the pupil. Thought that writing should be taught in the primary grades, and advocated the use there of the script letter, in preference to the printed form. After showing the proper position of the pupil at the desk, and of the pen in the fingers, he concluded with an analysis of the small letter "m."

Mr. F. L. Roese, of the Baldwin School, St. Paul, then read a short essay on "the German Language." We regret that this essay cannot be presented in this number of the *TEACHER*. It will appear next month.

Reading being next in order, Miss Thomas exercised the class in light gymnastics, and drilled in selections illustrating quality of voice. She then pointed out the use of the organs of speech in making various sounds, and closed with a classification of the oral elements.

In Arithmetic, Superintendent Gage gave some exercises in counting and other numerical combinations, useful as general exercises in the school-room. Advised that such lessons be followed by work on the part of the pupils to fix the matter in the mind.

After recess Mr. Gage resumed the subject of Grammar, returning to the verb, and demonstrating its importance over all other words of the language. After introducing intransitive verbs, he took up the eleven parts of the verb *be*: *am, are,*

art, be, been, being, is, was, wast, were and wert. He recommended that pupils give and write sentences containing each of these parts, thus becoming familiar with their proper use.

The time being thrown open to discussion, County Superintendent Baker offered a resolution declaring that "the necessities of primary schools demand that the best teachers should be placed there, and that they should be paid the highest salaries." Consideration deferred.

AFTERNOON SESSION.

The first lesson given was in Geography, by Superintendent Wilson. Having before him a class of young ladies, he taught the idea of *position*, and the points of the compass. He recommended that maps of the school-room be drawn, and the bearings of familiar objects in the neighborhood be taught.

The subject of Spelling was then resumed. Miss Wright gave a black-board exercise, that excited much favorable comment. Superintendent Wilson spoke of the backwardness of pupils of the day in this branch, and urged that special attention should be paid to the matter.

Mr. Gage then continued his lessons in Grammar, showing, by a series of illustrations, how he would teach the parts of speech, other than the verb. Closed the exercise with a lesson in mood.

The resolution offered in the morning by Superintendent Baker was then taken from the table and discussed by its author, Superintendent Wilson and others.

The time after recess was occupied by Miss Thomas with exercises in emphasis, and Mr. Gage with practical methods of squaring numbers. The latter recommended that pupils learn the squares of all numbers from 1 to 25, inclusive. After announcements the Institute adjourned.

EVENING SESSION.

Essays were read by Mr. B. F. Wright and the City Superintendent, the former of which we present herewith to the readers of the TEACHER.

WEDNESDAY MORNING.

After the roll-call and opening exercises, Mr. Bond resumed the instruction in Penmanship. Taking up the analysis adapted

to primary pupils, he first taught the three principles of the Spencerian system, and then passed to the letter *i*, which he took as the standard of height of all letters. Taking, in like manner the letter *u*, as the standard of breadth, he closed with an analysis of several letters kindred to *u* in form.

The class was then exercised by Miss Thomas in Calisthenics and vocal culture, particular attention being called to purity of tone. Miss Thomas alluded to the difficulties arising to ladies attempting to strengthen their vocal organs and improve the quality of voice, from their prevailing style of dress,—which she denounced as restraining, unnatural and injurious. She attributed its use to the ignorance, among ladies, of physical structure, and gave some practical suggestions upon proper and healthful modes of attire. Concluded by reading a selection, "The Laborer."

Mr. Gage then called a class to the black-board and, after exhibiting some methods of expeditious class-movements, gave a lesson in Numeration, which, from the nature of the subject, we cannot well re-produce here.

After recess Superintendent Wilson continued the subject of Geography. He advised that, after scholars had been taught to draw maps of the school-room, they should draw maps of the school lot,—first, of course, having been familiarized with the idea of a scale of reduced dimensions. They should then be taught the division of territory into townships, sections, &c., and the dimensions of each. That, then, maps of counties be drawn, and ideas of time and distance be combined. Urged that the physical features of the surrounding country be studied by the class, and that observation be cultivated by inducing pupils to note the difference between objects of the same kind, trees, plants, &c.

Supt. Gage then took up the subject of pronouns, bringing them forward by sentence writing. Recommended that, after having been familiarized with their use, pupils be taught their classification. Thought case could be well and properly taught in this connection.

The following resolution, introduced as a substitute for that

offered by Supt. Baker, on Tuesday A. M., was adopted by a unanimous vote :

Resolved, That the greatest care should be exercised in the selection of teachers for primary schools, and that no distinction should be made against such teachers in point of salaries.

After a few instructive remarks upon the subject of drawing, made by Mr. Jurka of the Jefferson school, St. Paul, the institute adjourned.

AFTERNOON SESSION.

After the preliminary exercises, Mr. Gage gave a short lesson upon addition, followed by Miss Thomas with an exercise in emphasis, pitch and slur. Mr. Smith, the Superintendent of Schools, of Sparta, Wis., was then introduced to the Institute, with a request that he would address those present upon the subject of Botany. This gentleman gave an admirable model lesson in the elements of botanical classification and nomenclature, practically demonstrating the value of Botany as a branch of study for young pupils, and setting forth his subject in a light so attractive as to chain the attention and arouse the enthusiasm of his hearers. At the expiration of his time he was urged on all sides to go on, and when he finally closed his exercise, received a vote of hearty thanks from his "pupils."

Supt. Wilson then took up the subject of "Geography in advanced classes." He recommended that instruction be given by the topical method, and gave an order of topics, which we give below for the benefit of the readers of the *TEACHER*:

1. Position, including boundaries.	{ Mathematical, Physical.
2. Size.	{ Actual, Comparative.
3. Coast.	{ 1. Particular descriptions, naming indentations. 2. Naming projections and islands.
4. Surface.	{ 1. General Description. 2. Mountains. 3. Table lands and plains.
5. Inland waters.	Rivers and lakes.
6. Soil.	
7. Climate and its causes.	
8. Productions.	{ 1. Animal. 2. Vegetable. 3. Mineral.

9. Occupations.

10. Commerce.

1. Exports.
2. Imports.
3. Domestic.
4. Foreign.

11. Political Divisions and their boundaries.

12. Towns and Cities.

13. People.

14. Government.

15. Education

16. Religions.

After considerable discussion upon the value of the topical method in teaching Geography, the Institute adjourned.

EVENING SESSION.

Very acceptable reports of the proceedings of Tuesday evening and Wednesday morning and afternoon were read by Miss Cathcart, Mrs. S. S. Taylor and Miss Kelley, all teachers in the St. Paul schools.

An essay upon the subject of "Attention" was read by O. V. Tousley, Superintendent of Public Schools of Minneapolis. Mr. Tousley is a nervous, earnest speaker, and holds the interested attention of his hearers from the outset. He defined the attributes of his subject and dwelt upon its importance in life, believing it to be the vital element of all successful careers. Mr. Tousley's terse, vigorous style makes it impossible for us to give an effective abstract of his very able paper.

Selections were then read by Misses Bunker, Macfarland and Thomas, after which the Institute adjourned.

THURSDAY MORNING.

Superintendent Wilson took up the subject of Mathematical Geography, occupying his time with definitions and explanations of such geometrical terms as would occur in its study, with suggestions as to methods of teaching them. Insisted that such lessons should be accompanied by the fullest explanations, and made, as far as possible, practical.

Mr. Bond followed with an exercise in Penmanship, continuing the analysis of the small letters.

Mr. Gage resumed the subject of Arithmetic, explaining the

various tests of divisibility of numbers by 2, 3, 4, 5, 8 and 9, showing the utility of such exercises for general lessons.

After recess Miss Thomas explained the different kinds of inflections used in reading, and the proper use of each, illustrating her lesson with exercises in reading by the class.

In Grammar, Mr. Gage called to the black-board a class of ladies who, at his dictation, wrote various sentences which the class was called upon to analyze by the method previously explained. Pointed out the value of such work as calculated to furnish employment, during the recitation period, to all the members of a large class.

AFTERNOON SESSION.

The opening exercises having been concluded, Mr. Gage distributed among the members of the Institute copies of a blank form intended for the use of the teachers of the St. Paul public schools in reporting the time lost in their departments, each week, from tardiness, absence and dismissal. After explaining its provisions, he gave some directions to be observed by teachers in using it.

Miss Thomas gave some further instructions in the matter of Inflection, and exercised the class in different kinds of Pitch.

Mr. Gage then discussed the structure of certain sentences given by him, introducing the adjective, adverbial and subject phrase. The principal part of the time was occupied with an animated discussion of the sentence,—“to be good is to be happy.”

Superintendent Wilson continued his lesson in Mathematical Geography. Producing a globe, he gave and explained the various proofs of the earth's rotundity, and then gave rules for determining the amount of its curvature. He then defined and showed the uses of the various imaginary lines upon the earth's surface, treating also the subjects of latitude and longitude.

After touching upon the phenomena of day and night, and showing the relations between longitude and time, he gave and explained the various causes of the change of seasons.

Dr. Hewitt, the President of the State Board of Health, was

then introduced and addressed the Institute upon "The Relation of Education to Public Health." The speaker first defined "public health" to be "the science that aims at the discovery of influences favorable or prejudicial to health, and the art that aims to utilize the results of this science." He then read the statistics of the mortality of the year 1871 in Minnesota, calling particular attention to the startling death-rate among children, therein exhibited, which latter he attributed to causes to be sought for in their own homes. The question arises, what shall we do to aid a reform in this matter?"

The speaker refuted the charge made that medical men are responsible for this low state of the public health, by showing in how many instances their advice is disregarded, and pointing out the methods of concerted action adopted by them to ameliorate man's condition. He thought that the grand desideratum is education,—teaching the mass of people wherein they are wrong, and in which direction the right way lies. Here the physician ought to find a valuable auxiliary in the teacher. The influence of the latter ought to be good. Education and Public Health are co-related. The former means more than mental culture, and it involves a symmetrical and synchronous development of soul, mind and body. Warned teachers against the technicalities of text books upon health, and urged them to acquire a practical knowledge of the nature and uses of the different organs, and the proper means of preserving them in healthy conditions.

Objected to all systems of education that were enforcing in character. Thought systems of merit and demerit often injurious as tending to develop nervous disease. The speaker drew a distinction between *natural* and *artificial* education,—the former being obtained by association, and observation of things around us, while the object of the latter is simply to *define* what we see. Thus the recess is often the most important recitation period of the day. Following nature's plan; teachers should, as far as possible, throw aside the text book, or use it merely as an index of their own ideas.

Dr. Hewitt concluded by soliciting the hearty co-operation of his hearers in this great work. His remarks were attentively

listened to, and the thanks of the Institute were extended to him by a unanimous vote.

EVENING SESSION.

Reports of the proceedings of the session of Wednesday evening and Thursday morning and afterwards were read by Miss Steele, of the Adams school, and Misses Vanderwauker and Macfarland of the Jefferson school.

This evening had been set apart for the discussion of the subject: "The Relation of the Public Schools to the Welfare of the People." Topics had been assigned to six of the clergymen of the city, who had been invited to be present and speak upon them.

For various reasons but three were able to respond. The Rev. L. M. Burrington discussed the value of the schools as regards "the Promotion of Scientific Research."

The speaker cited the existence of most of our higher institutions of learning as due to the influence of our common schools, and showed their influence upon many individual minds in developing in them a taste for scientific pursuits, and stimulating them to the highest endeavors. He regarded the competitive examination as one of the best educational agents, and instanced the improvement in the status of the West Point Military Academy since admission had been thrown open to competition. He touched upon the contest now going on between the advocates of the sciences and classics for the superior place in the college curriculum, and recited some of the objections to each. In his judgment both were necessary to a systematical mental growth;—neither could be made to supply the place of the other. He referred to the increasing demand for scientific knowledge in our own country, and the encouragement given our common schools by the success of scientists there educated.

The topic: "The Importance of our Public Schools as regards the Stability of our Civil Government," had been assigned to Rev. John Mattocks. In opening, the speaker referred to the wide use, by successive generations, in New England, of the two books,—The Westminster Catechism and Webster's Spel-

ler, and ascribed to it the homogeneity of character of the people of that region. He believed that the principle therein involved was true everywhere. With the Bible and Webster's Dictionary he would rule any country. In like manner, he claimed that our common schools, being substantially the same throughout the entire country, furnishing instruction similar in kind and the same type of expression, were steadily producing a homogeneousness in the mind, thought, spirit and work of the American people, in which he found the best assurance of the stability of our government.

Rev. Dr. McMasters spoke upon the importance of our schools as regards "the Future Development of the Race."

The speaker alluded to the discussion that had been held as to the *past* development of the race, giving a humorous *resume* of the Darwinian theory, which he discarded as no more worthy of belief than the hypothesis of a certain philosopher—that each human soul is but a projected ray, destined to be returned to the original source.

Believed that the school system would be most effective if controlled by government, and expressed his preference for common over denominational schools. Thought that religious instruction lay outside the province of the public school, and that its proper place was the Sunday-school and the home. Yet doubted the salutary effect of a godless education, however splendid, and cited the Reign of Terror in France as a remarkable instance of the effect of Atheism upon a people. Would have our schools baptised in a religion as broad as Christianity and deep as truth.

He finally expressed his confidence in the good effect of our common schools upon the characters, sympathies and breadth of mind of the rising generations, and his belief that, through their influence, the world is steadily progressing in the right direction. After a few remarks by Mr. Moore, the principal of the St. Cloud Normal School, the Institute adjourned.

FRIDAY MORNING.

The first exercise was in astronomical geography, conducted by Supt. Wilson. In response to a question, Mr. Wilson said

that the astronomy relating to geography could be practically taught in grammar schools.

Mr. Bond then took up and finished the analysis of capital letters.

Mr. Gage then gave the test of divisibility of numbers by 11, and explained his method of teaching the extraction of square root.

After recess, Miss Thomas gave an exercise on Force in Reading. In Grammar, Mr. Gage explained some of the more obscure forms of the sentence. Our space does not allow us to say more of either of the exercises above named.

Other interesting and valuable exercises filled up the balance of the day, and the evening sociable which closed the week was well attended, and thoroughly enjoyed. But space will not permit a more extended account of this week of work.

The following resolutions, presented by Mr. B. F. Wright, Principal of St. Paul High School, were unanimously adopted:

Resolved, That the thanks of the Teachers in the Public Schools of St. Paul be and the same are hereby tendered to the Board of Education for having made it possible for us to enjoy the advantages of this Institute; and that our gratitude shall be manifested by our endeavors to render our services productive of more good, and to discharge more faithfully the noble and responsible duties belonging to our positions.

Resolved, That the members of this Institute do hereby acknowledge, with a feeling of thankfulness, the faithful endeavors of State Superintendent Wilson, Supt. Geo. M. Gage, Miss Thomas, and the other instructors, to make this, the first Institute ever held in St. Paul, a success; and that we feel that this educational privilege will result in more enthusiastic and more successful labors in the schoolroom.

Frederick A. Fogg.

NOISE is one of the greatest torments of the human brain. Men live in the midst of noise till they become unconscious of its excruciation—till, if they were placed amid perfect silence, it would be almost painful to them; but the noise is no less harmful because the ear forgets it. The maddening roar of crowded streets, the hideous combinations of shriek and scream and throb and groan, which railway traveling produces, *the distracting talk of fools who have nothing to say, yet think it uncivil to be silent* . . . these are some of the things which make life a burden to men of delicate brain. You can shut your eyes against newspapers and bad novels and ill dressed women; but you cannot shut your ears against noise.

COMMON GROUND.

THE BABY'S NAME.

What should we name the Baby?

We thought of a dozen names;
Some were my wife's relations,

Some were my early flames.

Bessy, I said, is pretty,

And so is Alice and Grace.

I was always sweet upon Alice!

It was only before her face!

Elizabeth is too common;

I am certain I don't like Jane;

Laura?—I once knew a Laura,

And she was dreadfully vain!

Rose!—Pretty, but too poetic.

What do you think of Kathleen?

So, puzzling over the matter,

We picked up the last *Aldine*.

—It must be something expressive
Of her little mind and heart;

Suggestive of books and pictures,

And the happy world of Art;

Original, too, and uncommon—

“I think I know what you mean.”

—And that's the way our baby

Came to be named ALDINE.

—*Aldine*.

WORDS IN COMMON USE.

In the January number of the Teacher, is a brief article which in connection with some interesting statistics as to the number of words used by various authors makes the erroneous statement that the uneducated classes use only a few hundred words. In substance this statement has been industriously circulated for many years; and I was thereby led some years ago, when laboring temporarily on a farm, to investigate its truth. I wrote down from, memory

such words as I believed to be in almost universal use among the uneducated classes; such as names of buildings, furniture, clothing, food, animals, plants, tools, means of conveyance, etc., and their various parts; words expressing their conditions, qualities, actions, operations performed on them, words expressing manner etc., and connectives. I spent a few minutes at a time in writing and tested any words which seemed doubtful by asking questions which led uneducated men to use them. The list soon exceeded 5,000, and yet I found on opening the dictionary that nearly every page contained words familiar to the uneducated classes. I have further observed that many words expressing parts of animals, harness, vehicles, tools, etc., are more familiar to the uneducated classes than to professional men viz : fetlocks, thill, hames, crupper, throat latch, mold board etc. Other words in almost daily use by farmers, blacksmiths, etc., such as front-hounds, hind-hounds, thimble-skein, king-bolt do not occur in Webster's Unabridged Dictionary (1870.) Many others, such as, reach, bolster, (of a wagon) occur with other significations, but not as used in reference to farming implements. Some words invented to please the whims of popular authors are current for a time and soon become obsolete; but a very much larger number of new words, and new meanings of old words, are coined every year to express new ideas required by scientific progress, improvements in machinery, and changing manners, customs and habits. Perhaps a majority of these words are used only by the few

scientific men who make a specialty of the respective departments to which they severally pertain. A very large number are however used chiefly by one or more of our laboring classes, and not a few become common words, used as often by the laborer, as by the philosopher. These new ideas crowd out the ideas of the past. As the ideas pass from memory the words used to express them become obsolete.

When the missionaries of the American Board reduced the Dakota language to writing, they found 15,000 words. I am informed that the Chippewa language contains about the same number. As the less intelligent Indians use but about half of these words, individual vocabularies in the above tribes, vary from 7,000 to 15,000. Whether our laboring classes use more or less words, the influence of occupation, of rural, village, and city life on the number used, are interesting questions. Most writers use but a very small part of their words in their works. It is chiefly Shakespeares' wonderful power of drawing apt illustrations from the common incidents of life that gives him so large a vocabulary. Even he could not have used in writing productions worthy of his genius, so large a number but for the peculiar variety admissible in the drama. Educators may do well to draw a lesson from his respect for common knowledge. If we would receive due respect from the laboring classes we must show due respect for their knowledge. I have at times been amazed at the great amount of information gathered by some men unable to read. Usually a large part of their knowledge was mere chaff, but not more worthless than the superficial "book-learning" of some men who imagine themselves tolerably educated, only to be the laughing stocks of

the laborers they despise. Education does not consist in the mere quantity of knowledge acquired. It consists rather in the ability to distinguish between wheat and chaff and to use the wheat to the best purpose.

Yours truly,

A. W. Williamson.

SPICE.

"You can never catch the word that has once gone out of your lips. Once spoken, it is out of your reach. Try your best, you can never re-call it. Therefore, take care what you say. Never speak an unkind word, an impure word, a profane word."

Man judges of the inward disposition by the outward acts; God judges of the outward acts by the inward disposition.—*Arthur's Home Mag.*

If we would build on a sure foundation in friendship, we must love our friends for their sake rather than for our own.—*Charlotte Bronte.*

It is one thing to wish to have truth on our side, and another to wish to be on the side of truth.—*Arthur's Home Mag.*

One day last week, a little boy attending a private school on Fourth street, thought he would like very much to be an angel, and accordingly he procured two turkeys and mounted to the top of the stairs in the school. He, with the wings in a proper position, started on his flight. He made a jump, and in a very short time the little fellow found himself at the bottom of the stairs, much scared and very little hurt. Getting up, he remarked to the school, "I guess I don't want to be a little angel any more." The school teacher talked to

him for a few minutes, and immediately set him to studying his lessons. He still persists that he flew down the first step and tumbled the rest of the way.—*Troy Press.*

It is true enough that educational journals are not expected to contain reviews of religious books. In our country, where there is no union of Church and State, there is plenty of opportunity for controversy long and bitter in regard to anything that squints towards religious instruction in public schools. We are inclined to let the pendulum oscillate from one extreme to another, until, if the good Lord please, it shall at last rest upon the Immutable Truth, while we will gladly labor on in the educational field, whatever that field, in our day, may be. But then, may we not be allowed to say, that *The Church Hymn and Tune Book*, published by *Ivison, Blakeman, Taylor & Co.*, New York and Chicago, is, in our opinion, worthy to be used by our protestant congregations, and a beautiful and lovable book in every way? We have said so at any rate, and *we wont take it back.*

A good maxim for worldly men is to be very chary of offending those persons whom they observe to have good memories. Revenge is chiefly a function of good memory. You cannot expect those persons who remember well to be as forgiving as other men. Memory is a faculty which has, comparatively speaking, but little choice in the exercise of its functions. It would surprise men of feeble memories if they could know with what clearness and intensity a long-past injury or insult comes back to the mind and soul of a man of potent memory. He flushes up with anger at the remembrance, as he did at the first reception of the insult or the injury. He must be a man of ex-

traordinary sweetness of disposition if he can always continue to forgive. In short, with the majority of mankind, forgiveness is but a form of forgetfulness. *Selected.*

While visiting a school near Frankfort-on-Main, I asked if there were American pupils, and the preceptor replied, "No, we do not take them, they dress so extravagantly, they think and talk so much of their clothes, that they disturb the quiet, simple ways of our German girls; and we find their influence does us more hurt than their money does us good." In Dresden, I knew an American lady who could not find a private school where they would take her daughter, for similar reasons.—*Dr. Mary Safford.*

"In a small village near the city, (Santo Domingo) Mr. Hazard found a schoolhouse. It was simply a thatched hut with earthen floor. A number of boys and girls, white and colored, were seated on rude wooden stools, ranged at the sides of the room. Fastened to a perch by the side of every pupil was a game-cock, and in reply to Mr. Hazard's inquiry, he was told, "Oh, they belong to the schoolmaster, who fights them Sundays." In this sport he was always joined by the village priest, education and religion standing on the same low level in Santo Domingo."

A Philadelphia woman having married off her ninth and last daughter, meekly folded her hands and died, "My life work is done" were her last words.

When N. P. Willis was asked to make a speech he replied, "I am by profession a writer, and you cannot expect a pump to give water from the handle as well as from the mouth."

SPECIAL ANNOUNCEMENT.

OFFICE OF MINNESOTA TEACHER,
SAINT PAUL, May 5, 1873. }

As may be seen by reference to our advertising pages, we have given considerable importance to a special arrangement entered into between the well-known publishing house of Thompson, Bigelow & Brown, Boston, and ourself, whereby we are enabled to offer, at a very low price, the excellent treatise of Hiram Orcutt, entitled "Orcutt's Teachers' Manual," to new subscribers to the MINNESOTA TEACHER. We offer the MANUAL, *sent postpaid to any address*, with the TEACHER one year, for \$1.80. The Manual contains 270 pages of matter of great practical value to the mixed school or graded school teacher, and is sold at retail for \$1.00. The TEACHER gives its readers 450 pages of reading matter, and is furnished for \$1.50. We are happy to say that this combination is attracting the attention of teachers, and that our subscription list is increasing on account of it. We shall continue this offer to the end of the current year, and we confidently expect many teachers will avail themselves of its extraordinary advantages.

We present herewith a brief analysis of Mr. Orcutt's work, in order that our readers may judge for themselves of its probable merits. The book contains:

1. The Discipline of the School, including—
 - a. Thorough Organization and Classification.
 - b. The Necessity of Law.
 - c. Work as an Agency in School Discipline.
 - d. Public Opinion as a Controlling Power in School.
 - e. Mental and Physical Recreation as a Disciplinary Agency.
 - f. The Discipline of Punishment.
 - g. The Discipline of Study.
 - h. The Discipline of Instruction.
 - i. The three Methods of Instruction.
 - k. The Discipline of Good Manners.
- II. The Dignity of the Teacher's work.
- III. The Teacher's Qualifications.
- IV. Common Schools—their History and Importance.
- V. Rules for the Divisibility of Numbers.

Address

GEO. M. GAGE,
St. Paul, Minn.

P. S.—We send the TEACHER, alone, six months on trial, for 60 cts. Or we will mail, to any address, a copy of the TEACHER, for examination, on receipt of 15 cents.

SPECIAL NOTE.—As the above-mentioned proposition is of great importance to teachers, we respectfully request each district clerk, who receives the TEACHER, to call the attention of his teachers to it.

EDITORIAL DEPARTMENT.

INSTITUTES, 1873.

With the month of April closed the series of State Institutes planned and conducted under the direction of the Superintendent of Public Instruction. As full and fair a *resume* of what was done in *one* of these, the one for Ramsey county, held at St. Paul, as our limited space will permit us to present, appears upon preceding pages of the TEACHER for the current month. We remember once to have noted as worthy of remembrance the remark of a friend with whom we were conversing in respect to methods of instruction. It was to the effect that no man can appear to advantage as a teacher as he tries to "crystalize himself into a book." The truth of this remark is obvious. It is the attempt at crystalization that kills. The very essence of methods can in no wise appear. The tone, the look, the magnetism are wanting. And so we fail to get the full benefit of an educational meeting from reading the fullest and best report obtainable. If one may have known something of the speakers and teachers, so that he can supply what reports do not and cannot give, then the value of the report is to him very much enhanced. But leaving out of mind the necessary, but in most respects uninstructive details of a report, there are generally statements made by the reviewer well calculated to provoke thought and discussion, and to awaken, in the case of the educa-

tional report, a determination on the part of the reader to improve.

That the Institute held in St. Paul has been promotive of good, the writer has ocular evidence already, and that the quite full report of it, now given a wide publicity, may be still further useful and interesting, he fondly hopes and believes. The essays of Messrs. Wright and Bond, of the St. Paul city schools, which appear elsewhere, are a part of the good fruits which the occasion called forth, and other papers will be given to our readers next month.

We append an interesting account of Institutes held in other places, from a friend who has done acceptable service in them:

Ed. Teacher: The State Teachers' Institutes being so important a branch of our educational system, the following concise report will not probably be uninteresting to your readers:

The appropriation for the support of our Institute system having been increased last winter, this part of our common school system will be much improved and extended. Two-thirds of the whole amount will be expended in Teachers' Training Schools and one-third in Institutes.

On the 17th of March a Training School continuing two weeks was commenced at Preston, Fillmore county, and an Institute of one week at St. Peter. Both were eminently successful. At the former the exercises were conducted under the care of the State Superintendent, Hon. H. B. Wilson, H. Barnard, of Minne-

apolis, and the County Superintendent, Rev. D. L. Kiehle.

Each afternoon of the session was devoted to class drill exercises; and interesting and instructive lectures, attended by crowded houses, occupied the evening sessions. The educational sentiment of the community has been educated up to a high standard, and the status of the county reflects credit upon the County Superintendent. Eighty-nine teachers were enrolled.

The Institute at St. Peter was conducted by Professor H. B. Wilson and Miss Julia M. Thomas, assisted by Mr. W. G. Pratt, of St. Peter Public Schools, and Mr. C. W. G. Hyde, of Shakopee. The evening lectures were excellent, and called out a full attendance of the citizens, whose cordial sympathy was given to all the exercises. The select readings by Miss Thomas were highly appreciated, and a lecture by Governor Austin added interest to the occasion.

On Monday, the 14th of April, an Institute was organized at Litchfield, which was also eminently successful. The instructors were State Superintendent Wilson, Miss J. M. Thomas and H. Barnard. Although the weather was stormy at the commencement, the attendance was even greater than was anticipated, forty-seven being enrolled. Miss Thomas, who conducted the exercises in reading and vocal culture, contributed very largely to the success of the week. Her select readings at the close of the lectures at the evening sessions were received with a keen sense of appreciation and warmly applauded.

As there are several other Institutes to be held this spring, permit me to conclude this report with a promise to complete it in your next number.

The following is a summary of the attendance upon the State Institutes held this Spring:

	<i>Males.</i>	<i>Females.</i>	<i>Totals.</i>
St. Peter.....	34	43	77
Preston.....	29	68	92
St. Paul	20	56	76
Litchfield.....	9	38	47
Hutchinson.....	20	55	75
Taylor's Falls...	7	35	42
Brownsville.....	22	60	82
 Total.....	141	350	491*

Truly, &c.,
H. Barnard.

THE CONVENTION PERIOD.

And now will come the convention period. There will be at Elmira, New York, the convention of National Associations, the National Normal, the National Teachers', the National Superintendents'. Then there will be the meeting of the American Institute of Instruction, and numerous meetings of State and County associations. Our readers will bear in mind that our own State Convention of School Superintendents and the annual meeting of the Minnesota State Teachers' Association, are to be held at Stillwater in August. Already we learn that Prof. Walker, of the State University, President of the Teachers' Association, is actively canvassing the State, by letter, in preparation for the issuance of the programme of exercises. We are also informed that Supt. Gorrie is looking well to the matter of accommodations for the entertainment of guests, and we look forward to the holding of very largely attended, pleasant and profitable sessions. Let us make the association meetings of this year worthy to be held in remembrance during long years to come on account of the impetus given in and through them to the cause of sound learning in Minnesota.

OUT OF OUR NOTE BOOK.

—A point generally conceded. That the teacher, in conducting his recitations, should show that he has made special preparation, and that he is not dependent upon the text-book. We mention three ways in which we may know that the teacher has made such preparation. First, by his giving evidence that the whole subject under consideration lies in an orderly arrangement in his mind. Second, by the absence of a text-book. Third, by the impartation of practical, collateral information. The teacher shows that he is master of his situation by holding the attention of his pupils closely to the subject in hand, and by inspiring in them something of enthusiasm and avidity in the acquisition of knowledge.

—In this western land, where everything is so changeable, and especially in the business centres where people are constantly moving in for settlement, there is often more building to be done than builders can be found to accomplish. It thus not unfrequently occurs that a trader or a citizen gets overtaken by the severe cold of winter, without having completed the buildings whose foundations he has laid. So it often happens in life. We make beginnings; we lay plans; we enter a little way into the completion of that which we had proposed to do. But there are so many calls of the great, busy, bustling world upon us, that we neglect to work out our design as we should, and the stern winter of old age shuts down upon us, and death comes and calls us away with our work unfinished, our building roofless and incomplete. The teacher is a character-builder.

—“Be not wise in your own conceit.” Teachers are so much accustomed to

being “looked up to” by their pupils, who often look upon them as being very learned and wise, that they are in danger of coming to have an overestimate of themselves and of their acquirements.

—Here are a few matters which may safely be noted by the teacher as things to be avoided in his schoolroom: First, sitting or lounging on desks, second, dropping bits of paper on the floor; third, using slang phrases. And these may safely be named as things to be done: First, keep desks in good order; second, when recitation is called, sit erect, put desks in proper condition, close books, and give strict attention at once.

—The teacher in the primary school may test herself, if she will, by the following questions: Am I, in school, active, and do I give evidence of tact in awakening and maintaining interest? Is my teaching addressed largely to the perceptive faculties, and do I make it largely oral? Are my exercises varied and brief?

—Here is, in outline, a lesson in language. The teacher writes upon the blackboard as follows:

The bird —

The cat —

The dog —

The cow —

The mouse —

In compliance with the following directions, to-wit: Tell me something you can think of about the bird; about the cat; the dog; the cow; the mouse,—the teacher draws answers to fill the blanks and form sentences as follows:

The bird sings.

The cat purrs.

The dog barks.

The cow bellows.

The mouse gnaws.

Questioning then proceeds:

I. What word enabled you to express your thought about the bird? the cat? the dog? the cow? the mouse?

II. How many thoughts are here expressed? What is the first? the second? etc.

III. What have we made use of here to express our thoughts?

IV. Do we always make use of words to express our thoughts? Name other ways in which we sometimes express them.

V. When a thought is expressed in words, what do we call it? What, then, is a sentence?

VI. What is "the bird sings"? Why? etc.

VII. What do we form when we express our thoughts in words?

Some one has taken the trouble to make the following computation by way of comparing Webster's Academic and Worcester's Comprehensive Dictionaries. In respect to its truthfulness and justice, we have not made investigation. The comparison is only in regard to number of words, and the investigation reports the following result :

WEBSTER.	WORCESTER.		
Page.	Words.	Page.	Words.
50.....	68	50.....	99
100.....	72	100.....	105
150.....	79	150.....	112
200.....	83	200.....	119
250.....	51	250.....	98
300.....	81	300.....	109
350.....	56	350.....	93
400.....	79	400.....	122
450.....	64	450.....	136

Average per page for Webster, $70\frac{1}{2}$ words; for Worcester, $110\frac{1}{2}$ words. As Webster has 486 $\frac{1}{2}$ pages of vocabulary, it is estimated that the "Academic" contains 34,229 words; and Worcester, having 437 pages, contains 48,216 words, giving a balance in favor of the "Comprehensive" of about *fourteen thousand words*.

Of course, there are questions important in deciding what dictionary

to buy besides the number of words the book contains and the retail price, whether \$2.20, the price of the "Academic," or \$1.80, the price of the "Comprehensive;" but our friend's investigations having brought out an interesting fact, we give that fact to our readers, merely remarking that we continue to furnish either Webster's or Worcester's Dictionaries to our subscribers at a great discount from retail prices, and that, in regard to the "Pocket Dictionaries," we have a *special offer* to make to any who will address us.

EXAMINATION OF TEACHERS.

The examination of teachers by County Superintendents and others is a matter of great importance, and is often attended with difficulties of an embarrassing nature. We make the following extract from the *Winona Republican*, and ask for it the careful consideration of our readers :

The spring examination of teachers by Supt. Burt, of this county, took place on Friday and Saturday last, in this city. Ordinarily teachers' examinations are regarded with little interest, and as conducted by some Superintendents, we admit they deserve little attention; but under the careful and thorough work of Mr. Burt they have been brought to a state of perfection and excellence that makes them a matter of great moment to the teachers, as well as a substantial and enduring good to the cause of education. And for the benefit of that cause, and for the information of other County Superintendents, we shall give a short outline of Mr. Burt's method of procedure. When the class has assembled, a private register with a list of numbers equal to the number of teachers present is passed around, and each candidate puts his name opposite any number

that he may regard as a "lucky" one. This register is then closed, and not opened or looked at by the Superintendent until the close of the written examinations. When the candidates pass in their papers containing their answers on the written questions, the papers are each numbered in accordance with the numbers chosen on the register. Thus the Superintendent avoids all partiality or personality in looking over and correcting the papers.

After this work is done, the papers are placed upon the table, where they are open to the inspection of any one, and of course they are quickly looked over by the interested parties. The questions are prepared with care and printed upon small cards. There are ten questions in each study—arithmetic, grammar, orthography, geography and history—varied according to the grade examined. These questions are of a practical character and admit of definite answers. A few examples will illustrate this. Arithmetic, second grade, for instance :

Classify numbers in as many ways as you can.

Define the unit of a denominate fraction and illustrate by example.

Define Base and Percentage.

In History, second grade :

Of whom and for what purpose were the London and the Plymouth companies formed ?

To what were the names New Amsterdam and New Netherlands applied by the Dutch at the mouth of the Hudson ?

Is the Governor of a Territory elected or appointed, and by whom ?

In Grammar, third grade :

Divide oral elements into classes and define each class.

Verbs have certain properties not

derived from their subjects—name and define them.

Give rules for forming the possessive case of nouns, singular and plural.

In Grammar, second grade :

Put the verb "to go" into the person of each tense of the indicative mood with "I" for the subject.

Define a coordinate or compound, and a subordinate or complex sentence.

The foregoing will suffice for illustrations.—The answers are written out and handed in for examination and correction. If four, five, six, seven, or any other proportion of the questions have been answered correctly the standing is marked accordingly, four-tenths, five-tenths, &c. Should any paper, No. 15 for instance, contain words incorrectly spelled, those *as spelled*, are written by the Superintendent upon the black-board, and No. 15 is called upon to correct the words. About four-fifths of the errors in spelling are thus corrected, showing that they result from carelessness and not from ignorance. This fair way of treating the candidates gives them a chance to retrieve their mistakes and often raises the standard of their papers.

On the second day of the examination ten oral questions upon each of the aforesigned studies, prepared with equal care and attention, are propounded to each candidate in open session, and the standing is regulated by the proportion of questions answered correctly. A careful record of the standing of each person examined is kept—and compared year by year, if the person comes up again for examination—and a transcript of this record is sent to each candidate. The practical operation of this system as evinced in this county during the past two years has been to elevate

the standard of scholarship ; to prevent incompetent teachers from applying for positions ; to make the competent ones feel that the examination meant something, and that they were dependent upon their own merits for their certificates. The system is one worthy of investigation and introduction by other Superintendents, to whom it is earnestly commended.

In this connection we note some interesting facts and very timely observations found by us in an article contributed by County Superintendent Henry Thurston, Albert Lea, Freeborn County, to the *Freeborn County Standard*. Mr. Thurston granted certificates as follows: First grade, 2 ; second grade, 38 ; third grade, 35. To 21 certificates were refused. Several of the latter class did not wish to teach, but to learn what they could at an examination. A few, however, failed to obtain what they really wanted, in order that they might be licensed to teach. Having noticed the habits of some of these and of their parents in relation to school attendance, Mr. Thurston very properly and forcibly urges, that when pupils are sent to school just as it happens, being kept out of school by every trivial circumstance, and when sent are expected to study *what* they have a mind to ; to study just *as* they have a mind to ; to *do* just about as they choose, regardless of their own interest or the interest of others, and when the teacher tries to have them conform to regulations necessary to the good of the school, are encouraged to *criticise* his or her course ; to report defects—defects that many times arise out of *their own* conduct ; that when, by these reports, parents are prejudiced, they may be better satis-

fied with the criticisms made by their children, than the superintendent is with such answers as the following, which were written by some candidates whose parents are perhaps as willing to condemn our schools, as he is unwilling to grant them certificates, viz :

"Who was President during the war of 1812 ?"

Answer—"Christopher Columbus."

"When was the Mississippi river discovered ?"

Ans.—"1814."

"How long did the Revolution continue ?"

Ans.—"One and one-half years."

He adds : I wish parents to understand that they may, by untimely interference, compel many teachers to relinquish plans suggested by patient inquiry, methods of instruction derived from experience, and thus destroy their influence for good. It is difficult to say just when parents are justified in interfering with the teacher concerning the management of his school. Generally, I think the teacher should have *absolute control* of the school—subject only to such laws as exist relative to the power of the parent over his child."

NEW CLUBBING ARRANGEMENT.—

We have just made arrangements with the publishers of the *Milwaukee Literary Review*, a monthly magazine of first-class ability, and having a wide circulation, which enable us to offer it with its splendid premium to our subscribers. To new subscribers, or to old ones renewing, the *Review*, with the splendid Chromo, "Fourth of July," or the Oleograph, "The First Lesson," with the *TEACHER*, one year, for \$3.00. The price of the *Review* alone is \$2.00 a year.

OUR BOOK DEPARTMENT.

We know of no school book for use in the elementary stages of education which has ever been issued from the press of D. APPLETON & Co. so worthy of unqualified commendation as *The First Book of Botany*, "designed to cultivate the observing powers of children," by Eliza A. Youmans. The new and enlarged edition, with 300 engravings, which we have received from the Agent for this State, Mr. Liberty Hall, Glencoe, contains a large amount of practically valuable matter not to be found in previous issues. We wish that we might see this book in the hands of, and successfully used by, every teacher in the schools of the Northwest; for we know, that, under those circumstances, a great advance would have been made in the facilities for the people's education.

CINCINNATI, O., March 24, 1873.—The Committee on Course of Study and Text-books reported that they had examined *McGuffey's Series of Readers* (now in use), and *Harpers' United States Readers*, and heard the statements of the representatives of each, and they were unanimous in the belief that a change of text-books would not be beneficial. Adopted unanimously.—*Commercial*.

Among other excellent text-books advertised elsewhere by Messrs. CLARK & MAYNARD, Publishers, New York, will be noted, we trust, by our readers, *The United States Reader*, by John J. Anderson, A. M., author of a considerable number of historical school books. The *Reader* has been recently revised, and to it has been added an Elocutionary Treatise, which, though brief, is sufficient for practice. We quite like this book, and believe it to be well adapted to

teach both reading and history. The selections are first-class in every particular, and the arrangement connected, while the maps, the illustrations, and the general make-up of the book render it an attractive as well as very instructive volume. We heartily recommend the publications of this house to the friends of education who are readers of the *TEACHER*.

In another place, our readers will find a poem taken from *The Aldine* for May, a number very beautiful in its illustrations and very interesting in its literary contents. And we desire here to express the wish, that upon the center-table of every parlor in our land might be laid monthly a copy of the *Aldine*, the most beautiful, most tastefully arranged and best conducted art magazine in the world. This magazine as well as all the other leading magazines, may always be obtained through us expeditiously and at a considerable reduction from the regular subscription price by our subscribers. *The Aldine* is published by James W. Sutton & Co., New York.

It is with pleasure that we for the second time call attention to *The Chicago Teacher*, a wide-awake, and ably conducted magazine, issued monthly from the city whose name it bears. Started January, 1873, it has made itself felt already quite widely and effectively. We think its present proprietor and editor, Jeremiah Mahony, has given us in the last issue of the *Teacher*, the May number, more matter which is of real value than has appeared in any preceding number. We wish Mr. Mahony the success which he deserves. Address Jeremiah Mahony, P. O. Box 411, Chicago.

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THE RAGE FOR TEACHING SCHOOL.

There is a logic on this subject that runs as follows: Teaching school is an honorable work; therefore the desire to teach is praiseworthy; therefore the rage in our young ladies for teaching is always noble and should never be repressed. The following facts accord with this logic: Of all candidates examined by me, this Spring, one-fourth are only sixteen years of age and several of this number could only say I am nearer sixteen than fifteen; while some were registered as only fifteen. In several instances I found two and even three applicants for the same school. Some had offered to teach for \$16 a month and none expected over \$20. Of those examined this Spring, twenty per cent. have not been licensed and as many more cannot find schools. The immaturity and unfitness of some of these candidates for teaching appear in the papers which they produced; especially in their orthography, Symmetry and Slebs for East Indian Islands, Rushea, solgers, ghoast, wholey, discencian, skafs, and so on to an extent that Josh Billings cannot beat.

The question, what is meant by the British Isles? was generally answered: England, Scotland, Wales and Ireland; and one wrote: "It is the united republics governed by a king." What are some of the ingredients of nutritious food? was an-

swered: "Ripe berries and unbolted flour." What is the office of the nerves of sensation? was answered: "To carry the news from the brain to all parts of the body." What is the office of the nerves of motion? "To carry the news from the brain to the muscles." What is Federal money? "Pence and shillings." Who discovered the Falls of Saint Anthony? "Columbus." For what purpose was Fort Snelling built? By one, "To defend the Indians;" by another, "To come to America in." I was informed that case is a property of verbs, that voice belongs to nouns, that the plural of nouns is formed by adding an apostrophe, that the north pole is the north end of the earth and that the equator passes through the earth. While it would be unkind to expose the authors of such nonsense, it is proper that the people should know what kind of teachers they would have if the County Superintendent did not do his duty.

But my principal object in referring to this matter is to raise the question, why do so many of our young girls have such a premature desire to teach school? Why have they the desire at all when they can, at best, find employment as teachers only from three to seven months out of twelve, at three or four dollars a week? There are, at least, thirty aspirants more than schools in this county the present Summer: and some of this number have experience and are very good teachers, yet there are no schools for them, because young and inexperienced girls have urged themselves upon many districts and have been employed by trustees.

In the older States such girls find employment in the industrial arts there prosecuted. But here in our new State, this wide sphere of labor for females does not exist. A few find positions as telegraph operators and clerks; and some, in the shops where they produce the modern wonders of fashionable female attire. But with most of our girls not able to live without labor the question presents itself in this form; they must teach school or live upon their friends. It is often said to me: "I wish you could find a school for Miss—; she is living with her mother and the family is poor; or with an aunt who has nothing for her to do. If you can help her to a school it will be an act of

charity." Think of it stated in plain terms. There are young women in good health not yet weaned, depending on overworked mothers for subsistence ; or idly living upon indulgent relatives and asking that our system of schools be made an eleemosynary institution for their benefit, until matrimony brings relief.

But suppose such girls could secure schools six months in a year at the wages for which they must teach ; all they could earn would go for dress, and they are out of employment six months in a year and must subsist on some family where, to say the least, they are not especially needed. It should seem that they will be ready for any work that will relieve them from such weakness and dependence,

The solution which I offer is this : There are scores of respectable families in Winona—they exist all over the country—in need of intelligent and skillful domestic work. They are driven to the necessity of trying to get along with inefficient help, just because our American girls have an idea that house-work is not respectable. But why not ? Is it not respectable for your mother or your aunt on whom you are subsisting to work as she does in the kitchen, the chamber, and on the clothing of the family ? When you find yourselves married will it not be respectable as well as necessary for you to know how to cook and do all kinds of house-work in a skillful manner ? What is there in such work, or in any work necessary to human happiness, that is not respectable ? How much pity will you deserve if you pass into married life the slaves of kitchen girls as ignorant of domestic work as yourselves ? What sympathy will you merit when your childish incompetency has spoiled your husbands' tempers and rendered your homes devoid of domestic happiness, and fit places in which to sing,

"Mid scenes of confusion and creature complaints."

Girls, your notions are wrong on this subject. Instead of attempting to teach school you should be taught by Prof. Blot, or some one who understands his art, and leave teaching to those naturally adapted to the work. It should be your mission to carry intelligence, refinement and integrity into domestic life, and save our American homes from the disorgani-

zation and ruin that threaten them. There are multitudes of families ready to treat you on terms of virtual equality with their members and to esteem and love you, whenever you are ready to enter them with efficient hands and genial hearts. How much better for you is such a mission than this intermittent, uncertain work of teaching petty schools at the wages paid. Look at the figures—\$4 a week for teaching six months—\$96. Nothing to do the rest of the year. From \$156 to \$250, according to your efficiency, clear of all expenses for board, &c., for a year of domestic work—and a good home and a happy heart all the time, until your good sense and manifest efficiency, in addition to other graces, shall win you sensible and efficient husbands.

Girls, I ask nothing for these hints. You can regard them as plebeian or officious, or you may take them kindly, as they are meant. You may say, I cannot, or you may feel I will not, and yet the fact will remain that successful teaching requires a degree of energy, a quickness of perception, a facility for illustration, and a tact for government with which many of you are not endowed by nature. It requires more earnest and thorough views of duty and responsibility than you have yet matured, and a breadth of culture which you are not likely to attain. But I will not be severe on this point since some trustees seem to prefer this class of teachers to any other.

Unless, therefore, you find in yourselves positive indications of the natural qualities essential to successful teaching and of the faculties on which the requisite culture can be induced, do not attempt a work so responsible. It is not necessary that all men should attempt to practice medicine or to preach, and the majority fail before they can decide that they are not designed for either of these professions. So of the work of the schoolroom. A girl who has diligently studied in one of our best schools for the past year, and now thinks that she lives in north longitude, that the gold coins are pence, shillings and farthings, and that king Philip was a negro, might as well give it up.

To those possessing the possibilities for teaching, even if they are somewhat crude and uninformed at first, I would always be

helpful—I would be kind to all. To such then, I say in language which their genius will translate practically, if not orally,

*"I deo*us* i*n* nostrum melioribus utere fatis."*

[Go on, our glory, and enjoy better fortunes.]

But for numbers I have suggested a sensible way of relief from the stress of circumstances creating their desire to teach school when they cannot though they would and should not though they could.

D. Burt.

THE NATIONAL SERIES OF MUSIC READERS

If experience in teaching Vocal Music in schools is any qualification for the preparation of a manual for musical study, then the authors of the series of work before us* should seem to be well qualified for the duty; and if success in a high degree has been found to result from the use of the method herein prescribed, our confidence and favor is pre-enlisted in its behalf. The gentlemen whose names appear on the title page have been for many years engaged in the teaching of music in the public schools of Boston, and have made a study of the best practical means of ensuring rapid and thorough attainments in the scholars under their care. Encouraged and supported by the public sentiment of that enlightened and cultivated city, no efforts have been spared to accomplish this result, and the annual musical festival given by the school children in the Music Hall has been a sufficient testimony to their efficiency.

These little volumes seem to be the result of the experience of the Boston schools for the past ten years in musical study; and embody the best of the means by which their present high standard has been reached. The books are intended for the different grades of schools—primary, intermediate, grammar or high schools; and while not necessarily connected with each other are progressive in their character. Much of the contents of

*A Course of Musical Instruction, in three volumes, by J. Eichburg, T. B. Shearland, L. W. Mason, and H. E. Holt." Ginn Brothers, Boston.

Mr. L. W. Mason's Charts are included in the earlier studies, and frequent use is also made of other excellent works, such as Hulich's and Willum's Methods of Vocal Teaching. The system is however added to, and some excellent features adopted to interest as well as benefit the scholars are included. Much emphasis is laid upon the importance of *good* note singing in the earlier years of study, and upon correct attitude, expression, &c., matters far too little regarded by the unskilled teachers of children's singing throughout the country.

The selections are generally unexceptionable both as to music and words; and it is with profound satisfaction that we find at last a work available for our western teachers and schools, which is free alike from the frivolous silliness, the mawkish "goodishness," and the nerveless imbecility which has so long characterized the greater part of our western-born musical literature. We refer not alone to either words or music, but in an eminent degree to each and both.

The pioneers in musical art in the west, had their mission, and doubtless did a good work for the time and circumstances in which they labored; but we are glad to believe that the west is fast outgrowing the musical swaddling-clothes which have heretofore enwrapped it, and no longer needs the weak dilutions of infant diet, but the strong meat of men.

Dr. Lowell Mason began a good work in this direction with his Song Garden; but Eichburg and his co-laborers have gone farther, and culled for us some of the choicest flowers from the German song gardens which have not been before accessible to us. We see evidence of the good results of that European tour in the works before us, and the treasures which he brought back with him have been laid under contribution for this course of study.

Of course every competent teacher will have methods of his own which will appear to him clearer, or more comprehensive or scientific, than those of others; and such will always follow their own convictions, untrammelled by text books, or the ideas of other teachers, however experienced.

To such these books will present useful materials, and oppor-

tunities for comparison, and possible improvement, independent of the really valuable collection of songs in one, two and three parts, which they contain. But to the great majority who, without distinct education in this line, are obliged to teach as best they can, probably no better or clearer method can be recommended.

We could wish that a greater accuracy had been observed in certain definitions, and occasional ambiguities of expression avoided, as for example, on page 27, in the Fourth Reader, we read, a sharp *is said* to raise a *note* one semitone," and "a flat *is said* to lower a note," &c.

A note is a character used to represent a sound. Its position upon the staff is not raised or lowered by any character placed before it. While therefore it may be true that "a sharp *is said* to raise a note;" &c., we respectfully submit that whoever 'said' so spoke very inaccurately.

Neither do we like that confounding of things that differ, contained in the sentence, chap. 14, vol. 4, "between any two sounds *a tone apart*," &c. A tone is a sound; the interval or space between two tones is manifestly quite another thing. A row of seats in a school room is one thing, the aisle which separates them is another. It would be as correct to call the aisle a row of seats, as to speak of the interval, the unoccupied space between two sounds or tones, as a tone.

Nor can there be such a thing as a half-tone or semi-tone; a volume of air receiving certain regular vibrations is a tone. It can be changed by increasing or diminishing the number of vibrations, but still it is a tone, nor can it be more or less than a tone, until the vibrations cease, and the sound is extinguished. Of course, these points are merely technical, and usage has made us familiar with them; but it has long been a matter of regret that so great a license has been taken and allowed in musical theoretical instruction, and we should have been glad to commend this new work as in every respect an exact and accurate authority in matters of musical definition.

We suppose the proof-reader must "rise to explain" that paragraph No. 2, Chapter 17, "On accidental effects," &c.

We remember to have seen that definition before, in certain grammar school disquisitions on Musical Theory.

THE GERMAN LANGUAGE, ITS INFLUENCE AND ITS STUDY.

A common origin and a common language give nationality to any particular portion of the human family, and certain general peculiarities of any such portion of the human race, as they are manifested in life and in history, indicate the national character. The preservation of this nationality is equally as important to a people that would fulfill its destiny, as is perseverance to the attainment of individual aspirations. The most efficient instrument in the accomplishment of this great end, is doubtless the peculiar language of a people. Various national traits are necessary to the complete development of a people's individuality, and that difference that exists between the several languages of the earth, is the dividing line which the Creator has drawn between nations, in order to insure the unfolding of their highest powers. The intellectual and moral peculiarities of a nation are always apparent in their language, which is continually undergoing change, receiving and being perfected in an exact ratio to their moral and material progress. So every people advances in the scale of civilization within the limits of its own language, freely exercising its own inherent peculiarities, glorying in the proud consciousness of its own increasing importance, and in the respect, which a mutual interchange of ideas with other nations commands.

To this general rule, however, the philosopher and future historian will point out a remarkable exception in the people of the United States of America, who, descending from races speaking various languages, were without any clearly defined national character in the beginning, but who are now forming a character in harmony with the lofty aspirations which are the natural growth of free institutions.

The prevailing influences in this country in language, literature, law, political institutions and domestic habits are of English origin; but the important elements coming from the continent of Europe, bearing influence upon the development of American

life and the American character, must not be under-estimated, though truly some of these elements, in the process of development, seem almost entirely to disappear, leaving no marked impression upon the national character.

The influence of the German element, however, will be found to be, when carefully studied, the most decided in its character, and of daily increasing importance.

The common Teutonic origin of most of the Americans, and the Germans, more readily brings about a harmonious union in business and social relations. Both nations, remarkable for their love of home and family; both nations are also inspired with a common love for humanity, whose well-being they study with equal zeal to promote. The same energy of will characterizes both nations.

Americans have found the study of the German language of most practical advantage in business intercourse, and Germany offers with uncontested cosmopolitan spirit to the world, from the depths of its science, the rich treasures of its literature, which like the works of its art, bear the stamp of an entirely uncontrolled liberty.

With the exception of jurisprudence, the influence of German literature extends over the entire dominion of science: Theology, Philosophy, Philology, Mathematics, History, Medicine and the Natural Sciences.

The learned men of America admire in them, as well the deep research of an always persevering industry, as also a vast amount of erudition and accuracy of philosophical argument. In proof of this, it is only necessary to consider that a great number of young citizens of this country, constantly visit German universities and academies, and that vast amounts of German scientific works are imported, to the practical advantage of the publishers and their agents in this country.

The study of the English and German, side by side, (philologists claiming more than one-half for Teutonic words in the former language,) has proved itself eminently advantageous to the acquirement of either, by the constant comparison of the two. It has been even frequently found that the American child

has acquired a better pronunciation, and greater correctness in the Grammar of the German tongue, than many of those hailing from the Vaterland.

American Universities, Colleges and High-schools include, in many instances, the chair of the Professorship of the German Language and Literature, in their Faculties; a number of good translators and instructors *der deutschen Sprache*, are graduates of the course in such institutions. In many of the cities that language has been successfully taught in the public and private schools, and legislative action has been secured in some of the leading states for its instruction.

The introduction of the study of German, has indeed become an important educational question in this country, and the advocates of that subject of tuition, point with just pride to the favorable results of its systematic teaching in the larger cities of the East, North and West, many of the smaller towns having successfully kept pace in this progressive movement. After German is once acquired, it is not easily forgotten, the opportunities for daily practice in conversation, (especially in the great North West,) the facilities for obtaining reading material, assist in its retention.

The system of instruction in the mother-tongue has been greatly improved and simplified through the competition of experienced teachers, in producing various methods to supply the increased demand arisen during the last few years.

Practically best I consider it, to commence training in both languages early in school, to have a graded system of instruction in one language as well as the other. Comparative instruction would be of greatest value at first, until the pupil reads readily, and can speak tolerably well. Introduce Grammar in the higher grades, let composition and letterwriting be, besides translation, an important feature of the course, and finish up by making the pupil acquainted with the choicest gems of literature by the most popular German authors.

F. L. Rose.

BASE BALL SYSTEM OF SPELLING.**DIRECTIONS.**

1. Select two pupils from the class, and let them divide it into two parts, by choosing, first one and then the other, until all are chosen.
2. You will now have two classes or sides, known as Side No. 1 and Side No. 2. Have the members of each side numbered, 1, 2, 3, 4, &c. Consider the first four on each side critics, and have them correct on four points, namely : Orthography, Orthoepy, Syllabication and Indistinctness. There may be more or fewer points of correction, but the above points may be the most important.

3. Pronounce words to Side No. 1 first, beginning at No. 1 of that side. While Side No. 1 is spelling, Side No. 2 will watch for mistakes, and when a mistake is made on one or more of the points of correction, those on the opposite side seeing the mistake, will raise hands and the teacher will simply say, critic. The first critic, on the opposite side, will take up the word, mention the point of correction, and if full correction is made, the teacher will say, right, and the scorer will tally it as one out, (as will be indicated in a score below.) Proceed in this manner until three outs or mistakes have been made. This side which has just been spelling, or batting (it may be called,) will take the field, or watch for mistakes, correcting such mistakes until three outs have been made on Side No. 2. The two sides have now played, or spelled, one inning apiece, and nine such innings make a game. A dot or period will be placed after the third out, in the score, and when three mistakes or outs have been made, the scorer will say, change sides and begin at No.— or at the point of leaving off in the last inning. Proceed in this way until the nine innings have been spelled, when the game will be completed. The pupils will now be very anxious to have the tallies counted, to see which side wins. After one game has been played or spelled, it will not be necessary to choose new sides, but you may spell a return match or a second game, and in case the side (beaten in the first game) should win

the second game, a third game may be played to decide which side won the victory. By pursuing this course, you will need to choose sides but once in about two weeks. One pupil will score or keep tally one game only, after which he will take his place in the class, and another will score. The scorer is supposed to study his lesson the same as if spelling. If a mistake be made and not noticed by any on the opposite side, the teacher will pass on as if all was right, speaking of the mistake after the recitation is over. The point of correction should always be mentioned before the critic proceeds to correct.

		SIDE NO. 1			SIDE NO. 2							
		1st Inning.	2d Inning.	3d Inning.	4th Inning.	5th Inning.	6th Inning.	7th Inning.	8th Inning.	9th Inning.	Total.	
A or No. 1.	11	11	1									
B "	2	11	10		0							
C "	3	01	0	1	0							
D "	4	10	11	1	0							
E "	5	0	11	0								
F "	6	1	11	0								
G "	7	1	01	0								
					12	12	12	12	12	12	12	
												30

The above score shows that four innings have been spelled, also the way to count the tallies. The above game stands 30 to 21 in favor of Side No. 2.

Remarks:—In presenting this System I will answer a few questions which have been asked and also speak of a few objections which persons who do not fully understand it might raise. I have been asked if it would not take too much time to hear a recitation in this way; whether it would not be a long time before pupils could understand this method; and whether too many mistakes would not pass unnoticed. In answer to the first question I will say that I can hear a lesson of half a page, in the National Speller, in seven minutes. That is the greatest time I have ever taken, and I have pursued the course for three years. I do not follow one System during a whole term. I change from this to the Writing System, which I think a good one. In answering the second question, I will say, that I have introduced this method in several schools and never found it to take more than two or three days before all would understand it. In

answer to the last question, I can say, that, after the first week, when the class fully understand the method, they become so anxious to win the game, (that being natural for all children,) that they watch eagerly, to see that every word is spelled right. There being so great an interest, but few mistakes will pass unnoticed. It is very important to have the class understand the meaning of the terms, Orthography, Orthoepy, Syllabication and Indistinctness. It is well explained by giving examples of mistakes under each head.

Horace Witherstine.

Rochester, Minn., May 10, 1873.

STATE DEPARTMENT.

SUGGESTIONS TO SCHOOL OFFICERS.

The blanks for the reports of district clerks to county superintendents, and of county superintendents to the state superintendent of Public Instruction, have been thoroughly revised to correspond with the requirements and changes of the newly revised school law. Much labor and care have been bestowed upon this revision; and it is believed they are now as perfect and complete as they can well be made. Many of the headings upon the blanks heretofore used, have been much simplified, and the averages to be found by district clerks have been omitted from the blanks, and the matter of compiling the general averages left to be performed by the state superintendent, from the annual reports of county superintendents. There has been much complaint made by superintendents heretofore, on account of the inaccuracy of the reports furnished them by school district clerks. This has been the result of several causes. First, clerks either did not understand the blanks, or they were indifferent to the importance of returning reliable statistics. Second, district treasurers, owing to the practice of county treasurers, in

holding the money belonging to the districts, and disbursing it, instead of paying it over to the proper officer, to be paid out by him, did not, or could not give the clerk an accurate statement of the financial condition of the district at the close of the year. This last difficulty is now obviated by the newly revised law; and each district treasurer is required by section 20, "to file with the clerk three days before the annual school meeting, a report in writing signed by him, and containing a statement of all moneys received by him during the year preceding, and of all his disbursements, exhibiting vouchers therefor; also the amount received by him for taxes assessed upon the taxable property of the district during the year, the purpose for which they were assessed, the amount assessed for each purpose, which report shall be recorded by the clerk," &c. If this last provision is complied with, clerks can have no valid excuse for not making the financial part of their reports accurate. As the correctness of our school statistics is of the greatest importance, it is hoped and expected that every school officer, whose duty it is to report the coming fall, will take special pains to have his returns reliable. To this end it is suggested that county superintendents avail themselves of the provisions of section 62, of the revised school law, which reads as follows: "To insure accuracy and uniformity in such reports, he may annually, at a suitable time and place, call a convention of the district clerks in his county, to continue one day in session, considering methods of obtaining and reporting statistics, and discussing other matters involving such educational topics and interests as may come within the sphere of district and county school officers."

It is believed there is nothing that will result in greater benefit to the best interests of our rural district schools, than these conventions of school officers, if they are conducted properly, and entered into with a suitable spirit. They should be called at a time when farmers and laboring classes are least busy. There is generally a time before harvest commences, when almost any man can devote a day's time to the welfare of his district school. In order to render these conventions as accessible and conve-

nient as possible to district officers, the county superintendent may find it advisable to hold several of them in his county—or, one in each commissioner district.

At these meetings the county superintendent should have a set of blanks; and by using the blackboard, he can fully illustrate the manner of filling them up. There are very many subjects that may be discussed, at such meeting, with great profit to the district; such as the necessity of good blackboards, outline maps, school apparatus, good furniture, proper fuel; how to secure parental visitation upon the schools; how to awaken an educational spirit throughout the districts; the absolute necessity for school officers to employ only qualified teachers; importance of a good course of study for district schools; advantages of monthly examinations, &c. &c.

H. B. Wilson, Supt. Pub. Instruction.

DUTIES OF DISTRICT CLERKS.

The following is a synopsis of the duties of school district clerks and the times when they are to be performed, as set forth in the newly revised school code.

1. To give at least ten days' notice of each annual or special school meeting of his district.
2. Before the 10th day of October in each year to make an enumeration of all persons over five and under twenty-one years of age residing in his district on the 30th day of September preceding the date of such report, showing the age and sex of each; but not including in such enumeration persons in charitable or reformatory institutions, being educated at the expense of the state.
3. To report to the county superintendent the time of the commencement of each term of school, two weeks before the time for the commencement of such term.
4. To report to the county superintendent on the 10th day of October in each year, (see sec. 23 of school code.)

5. On the 10th day of October in each year to furnish to the county auditor an attested copy of his district record, showing the amount of money voted to be raised by the district for school purposes at any annual or special meeting within the year. If the district embraces territory in more than one county a copy of such record must be furnished to the auditor of each county.

6. When a new district is formed or an old one altered by changing its boundaries, the clerk of each district affected thereby must immediately make an enumeration of the scholars in such altered districts, who were residing therein on the last day of September previous, and file the same with the county auditor.

7. To draw orders on the treasurer for the payment of all money legally expended and keep a record of such orders.

8. To furnish to the county superintendent on the 10th day of October an attested copy of his record of the proceedings of the annual meeting, including the names and post office address of the newly elected trustees.

9. To procure from the county superintendent and furnish to the teacher a register for the school.

10. To procure from the county superintendent blanks upon which to make his annual report.

11. To procure from the county auditor record books and blanks for the use of the clerk and treasurer of the district, containing such forms and instructions as may be prescribed by the Superintendent of Public Instruction.

12. In the absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of a majority of the board to be paid; the orders may be drawn by the director and paid by the treasurer; or the office of the clerk may be declared vacant and filled by appointment.

The labor and liability to errors in discharging the duties of district clerk, are very much reduced by prompt attention to them at the earliest time at which they can be discharged, and giving the work that careful attention which insures accuracy without the necessity of repetition, and clerks are especially entreated to make their reports early and accurately, as upon them is largely depending the accuracy, and consequently the value of our public school statistics.

H. B. Wilson, Supt. of Pub. Instruction.

COMMON GROUND.

THE GOLDEN SIDE.

There is many a rest in the road of life,
If we only would stop to take it,
And many a turn for the better land,
If the querulous heart would take it!
To the sunny soul that is full of hope,
And whose beautiful trust ne'er falleth,
The grass is green and the flowers are bright
Though the wintry storm prevaleth.

Better to hope, though the clouds hang low,
And to keep the eyes still lifted,
For the sweet blue sky will soon peep thro'
When the ominous clouds are lifted.
There is never a night without a day,
Or an evening without a morning;
And the darkest hour, as the proverb goes,
Is the hour before the dawning.

There is many a gem in the path of life,
Which we pass in our idle pleasure,
That is richer by far than the jewell'd crown
Or the miser's hoarded treasure.
It may be the love of a little child,
Or a mother's prayer to heaven,
Or only a beggar's grateful thanks
For a cup of water given.

Better to weave in a web of life
A bright and golden filling.
And to do God's will with a ready heart,
And hands that are swift and willing,
That to snap the minute, delicate threads
Of our curious life asunder;
And then blame heaven for the tangled ends
And sit and grieve and wonder!

MISUSE OF WORDS.

It is amusing, if not something pitiable, to see how a simple English word, the word *either*, is systematically misunderstood and misapplied. The real meaning of the word is, "one or the other;" just as, in a negative sense, *neither* signifies, "not one nor the other;" Shakespeare, in *Antony and Cleopatra*, uses both words correctly:

Lepidus flatters both,
Of both is flattered; but he neither loves,
Nor either cares for him.

From a strange freak, the term *either* has been very commonly employed to signify each of two, or both. For

example, "there stood a pillar on either side of the gateway;" or "they were seated on either side of the fire place;" or to take two examples from Lord Lytton's last novel, "A pleasant greensward bordered it on either side,"—"the mouth singularly beautiful, with a dimple on either side," the meaning in each case being "both sides;" or, to go a peg lower in the literary scale, and quote from the comic song of the *Bear-skin coat*:

Fine pockets, large and wide,
Stood out from either side.

This misuse of either is not new. The error occurs several times in the authorized version of the New Testament. Two instances may be given. "They crucified two other with him, on either side one," St. John xix. 18; "on either side of the river was there the tree of life," Rev. xxii. 2. It says little for the scholarship of the translators that they should have perpetuated this abuse of our vernacular, and sanctioned an error so inveterate as to be now almost past correction. Perhaps sound has had something to do with the improper use of either. Consisting of two syllables, it may be considered to be more fluent and elegant than the little word *each*; in which way sound is probably preferred to sense. Fashion, however, cannot be permitted to alter the plain meaning of the English language, and we are glad that, according to the newspaper report, the correct definition of either was lately vindicated in a suit in Chancery. We give the matter briefly, as it is related. "A certain testator left property, the dis-

position of which was affected by 'the death of either' of two persons. One learned counsel contended that the word either meant both; in support of this view he quoted Richardson, Webster, Chaucer, Dryden. Southey, the history of the crucifixion, and a passage from revelation. The learned judge suggested that there was an old song in the *Beggars' Opera*, known to all, which took the opposite view;

How happy could I be with either,
Were t'other dear charmer away.

In pronouncing judgment, the judge dissented entirely from the argument of the learned counsel. 'Either' meant one of two, and did not mean 'both.' Though occasionally, by poets and some other writers, the word was employed to signify 'both,' it did not in this case before the court." Though such was the decision, we do not expect that the misuse of either will be dropped. In comparison with each, the word is thought pretty, and it will doubtless continue to be misapplied, both in speaking and writing; though perhaps, testators have received a salutary lesson on the subject.

We might present other instances of the inveterate misuse of words, but content ourselves with drawing attention to one of daily occurrence. We refer to the word *none*, which is simply a contraction of "no one," or "not one," and is accordingly to be used in application to only one thing. Instead, however, of speaking of it in the singular, as "none is," or "not one is," or "not one was," it is almost constantly pluralized: writers saying, "none are," or "none were." They might just as well say "no one were," which they would hardly think of doing. As the English language is a precious inheritance, it would surely be worth while to avoid such a petty misuse of a very simple class of terms.

Chambers' Journal.

THE SCHOOLMASTER'S STORY.

When I taught a district school, said he, I adopted as a principle to give as few rules to my scholars as possible. I had, however, one standing rule, which was, "Strive under all circumstances, to do right;" and the text of right under all circumstances, was the golden rule, "All things whatsoever ye would that men should do unto you, do ye even so unto them."

If an offense was committed, it was my invariable practice to ask, "Was it right?" "Was it as you would be done by?"

All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offense, unless it be when measured by the standard of the golden rule. During the last year of my teaching, the only tests I ever applied to an act of which it was necessary to judge were those of the above questions. By this course I gained many important advantages.

In the first place, the plea, "You have not made any rule against it," which, for a long time was a terrible burden to me, lost all its power.

In the second place, by keeping constantly before the scholars, as a standard of action, the single text of right and wrong, as one which they were to apply for themselves, I was enabled to cultivate in them a deep feeling of personal responsibility.

In the third place I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them.

In the fourth place I had the satisfaction of seeing them become more truthful, honest, trustworthy, and manly in their intercourse with me, with their friends and with one another.

Once, however, I was sadly puzzled by an application of the principle by

one of my scholars, George Jones, a large boy, who partly through a false feeling of honor and partly from a feeling of stubbornness, refused to give me some information. The circumstances were these:

A scholar had played some trick which interrupted the exercises. As was my custom, I called on the one who had done the mischief to come forward. As no one started, I repeated the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who committed the offense.

"I did not do it," was the reply.

"But do you know who did?"

"Yes, sir."

"Who was it?"

"I do not wish to tell."

"But you must tell. It is my duty to ask and yours to answer me."

"I cannot do it," said George firmly.

"Then you must stop with me after school."

He stopped as requested, but nothing which I could urge would induce him to reveal anything. At last, out of patience with what I believed to be the obstinacy of the boy, I said,

"Well, George, I have borne with you as long as I can, and you must either tell me or be punished."

With a triumphant look, as though conscious that he had the better of me by an application of my favorite rule, he replied, I can't tell you, because it would not be right. The boy would not like to have me tell of him, and I'll do as I'd be done by."

A few years earlier I should have deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and one of the most important applications of my oft-quoted rule was—to judge of the nature of others as I would have them judge of mine. Yet,

for the moment I was staggered. His plea was plausible; he might be honest in making it. I did not see in what respect it was fallacious. I felt that it would not do to retreat from my position, and suffer the offender to escape; and yet that I should do a great injustice by compelling a boy to do a thing if he really believed it to be wrong.

After a little pause I said, "Well, George, I do not wish you to do anything which is wrong or which conflicts with your golden rule. We will leave this for to-night, and perhaps you will alter your mind before tomorrow."

I saw him privately before school, and found him more firm in his refusal than ever. After the devotional exercises of the morning I began to question the scholars, as was my wont, on various points of duty, and gradually led the conversation to the golden rule.

"Who," I asked, "are the persons to whom, as the members of this school, you ought to do as you would be done by? Your parents, who support and send you here; your schoolmates, who are engaged in the same work with yourselves: the citizens of the town who by taxing themselves, raise money to pay the expenses of this school; the school committee, who take so great an interest in your welfare; your teacher; or the scholar who carelessly or wilfully commits some offense against good order?

A hearty "Yes" was responded to every question except the last, at which they were silent.

Then, addressing George, I said, "Yesterday I asked you who had committed a certain offense. You refused to tell me, because you thought it would not be doing as you would be done by. I now wish you to reconsider the subject. On one side are your parents, your schoolmates,

the citizens of this town, the school committee, and your teacher, all deeply interested in everything affecting the prosperity of this school. On the other side is the boy who, by this act, has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moment's pause he said, "To the first, it was William Brown who did it."

My triumph, or rather the triumph of principle, was complete; and the lesson was as deeply felt by the other members of the school as by him for whom it was specially designed.

Professor Allyn.

HALL OF SCIENCE, PEKING.

In 1680, the Emperor Kang-Hi erected on the wall of the Tartar-city an observatory, committing its construction and superintendence to Jesuit professors, with a munificent endowment. He procured in Paris, Venice, Genoa and London, bronze astronomical instruments, the most perfect that science had at that time suggested, and of stupendous magnitude and magnificent execution.—These instruments, set up in the open air, and thus exposed without any protection against the weather one hundred and ninety years, are still in perfect condition, and as available as at first. One of them is a celestial globe seven feet in diameter, with the constellations raised upon it, showing the exact condition of astronomy as it stood two centuries ago. Besides this, there are an astrolabe, an armillary sphere, trigonometers, transit instruments and quadrants. Although the institution remains, the circumstances which attended its foundation have entirely passed away. Where the Jesuits, here as in Japan, betrayed the ambition of the Church, they were dismissed and banished. The

institution fell under the care of native professors, by whom it has been neglected. At the base of the observatory is a shabby suite of apartments, in which the two or three native professors dwell, whose business it is to correct the calendar of the seasons astronomically, while they designate for the almanac the days which are lucky and unlucky for births, marriages, bargains, journeys, combats, festivals and funerals.

Travels around the World.

A HINDOO GIRLS-SCHOOL IN MADRAS.

We accompanied Lady Napier to-day, at three o'clock, to an examination of a Hindoo girls'-school. Prizes were distributed to one hundred pupils, all under twelve years. This is the age of marriage in India. Jealous and ambitious parents anticipate it, by marrying their daughters to their appointed husbands at every stage of infancy and childhood. We were surprised, although we ought not to have been so, in seeing the children in this school quite black. They have, however, straight hair and regular features. They are slender in form and diminutive in stature, with extremely delicate hands and feet. They have a sad, pensive manner, entirely free from the contentment and *abandon* which are noticeable among the colored children of the United States. Though of many different castes, all were dressed in either bright-colored muslins or gauzes interwoven with gold. Their fine black hair, their ears, their noses, their necks, their arms, their wrists, their ankles, and their toes, were loaded with ornaments of silver, gold, pearls and precious stones. A valuation, made at our request, of a set of ornaments worn by a child of six years, gave the figure of three hundred pounds ster-

ling! The prettiest costume of all was worn by the daughter of the converted Hindoo matron of the institution—a green satin vest, low at the neck, small, short sleeves trimmed with gold lace; white skirt over which was wound a long, full, rose-colored scarf; the necklace, ear-rings and nose-rings, of gold coins. From the ostentatious display of jewels, we inferred that the children had rich parents. But we soon learned that these ornaments constitute the entire fortune and estate of the wearer. Banks, stocks, and other institutions for the investment of capital, are little known or understood by the Hindoos.

The children answered, some in the Tamil dialect, others in the Telagu, others in the Hindostanee, bible questions of history and geography about as well as our own Sunday-school children of the same age. They were also examined in the most simple processes of arithmetic. A Tamil lyric was sung by one class. Its plaintive strain recalled our negro melodies. The native air, to which Tamil verses in honor of Lady Napier were sung by the whole school, unmistakably breathed the refrain of "Dearest Mae." A Telugu lyric was less musical. Five thousand children are educated in schools of this sort in Madras. Very few, however, become Christians.

Hindoo names are always significant. We record the names of three pupils who received the first prizes: Ammani, Matron; Amnodum, Nectar; Sivaratura, Gem of Life. The best prizes were French dolls, and were received with subdued but immense delight.

Travels around the World.

"The husks of emptiness rustle in every wind: the full corn in the ear holds up its golden fruit noiselessly to the lord of the harvest.

THE COMING SCHOOLMASTER.

The schoolmaster of the past, and by the past we mean those *not* good old times when our grand-parents were school boys and school girls, was almost without an exception a foreigner, often an Irishman.

He was a stout believer in corporal punishment and made up in the severity of his discipline what he lacked in the knowledge of human nature, or the science of governing. If learned and refined, he was yet an overbearing tyrant; if illiterate and vulgar, which sometimes happened, he was a monster. In all cases we might say of him in the language of Wordsworth,

"Full twenty times was Peter feared,
For once that Peter was respected."

But the rod of his power is broken, and over his grave, moistened by but few tears, the shadow of forgetfulness is deepening year by year.

The schoolmaster of to-day is not known by that appellation, but is called the professor. I have attended his examinations and exhibitions, and have discovered him to be a fossil or a ghost from the shadowy past, groping among the mists and shadows of darker ages, and eternally harping upon the greatness of Greece and the splendors of Rome.

He confines himself to his text-books, and when he would edify or entertain his classes with more than his wonted sprightliness he delivers a lengthy dissertation on the imperishability of the sayings of the seven sages of Greece, those celebrated maxims justly deemed worthy of the places assigned them as mottoes in the Delphian temple.

Hear them, oh, you wide-awake, alive, American boys—listen while your heart beats quicker as though you heard the ring of clarions and voices of trumpets: "Know thyself," (Solon); "Consider the end," (Chilo);

"Know thy opportunity," (Pittacus); "Most men are bad," (Bias); "Nothing is impossible to industry," (Periander); "Avoid excess," (Cleobutus); "Suretyship is the precursor of ruin," (Thales). Ah, boys, these have lost their original flavor.

I admit that this wisdom of a past age is still wisdom, but have these old Greeks a pre-emptive right to all our reverence? Does the schoolmaster, that is the professor, of to-day, expect to lead the young American up the steeps of the highest usefulness by the faint glimmer of the burned-out lamps of Greece, to the dying echoes of her heathen utterances? Vain expectation—useless expenditure of effort; the boys of to-day are marching ahead of the schoolmaster.

But let us come now to the coming schoolmaster. Aye, gladly, for he will know that we have utterances from men of our own land worthy to be pondered over and acted upon till they pervade the whole structure of society. The coming schoolmaster has in his boyhood been thoroughly instructed in—that is to say received a smattering of—the lore of ancient Greece, but he has asked himself, where was the Greek whose spirit ever caught the faintest gleam of the grand truth first uttered by Thomas Jefferson, "All men are born equal!" He will know that in "Give me liberty or give me death!" Patrick Henry even transcended the severe simplicity of the classic ages.

He will declare the saying of Franklin, "There never was a good war nor a bad peace," is more than worthy of a place in the Delphian Temple, aye, worthy to be a motto in the temple of Christianity. He will apostrophize thus: "Oh, shades of the immortal thinkers of Greece! the mind of your most god-like philosopher never soared to such a height as this reached by

Wm. H. Seward when he proclaimed. 'There is a higher law than the constitution.' "

He will show how in the stern simplicity of his pure patriotism, Henry Clay could say, "I would rather be right than president." He will tell, how the rough, out-spoken back-woodsman, David Crockett, gave us the true metal, though the coin was too hastily struck to be perfect in finish, when he said: "Be sure you're right, then go ahead!"

The emphasis and pluck of this phrase could never have been uttered in any land but our own, being an outgrowth of the circumstances of the New World.

Nor will he neglect the unforgotten sentence of the poor, half-romantic, half-vagabond Sam Patch: "Some things can be done as well as others," which homely phrase teaching of the feasibility of all things, is the fitting watchword for the inventor and adventurer who but breathes his native air on this western continent.

And the coming schoolmaster having given these seven wise sayings of American sages for the instruction and admiration of American youth, will proceed to give one more by way of good measure, and it will be this plain, but grand aphorism from the lips of the martyr, John Brown, "It's a mighty big thing for a man to do all he can."

Then will the coming boys begin to feel for what a glorious destiny they are born, then will they sing, "Yankee Doodle" with fresh joyousness, and with a sublime contempt of what nations less free, and ages more stupid may think, or might have thought of it.

And now, at the close of this paper, let me say what I see I have not said, which is, that girls will, of course, be in the schools along with

the boys—ah, yes, and now I think of it, let me tell you the coming school-master won't be a master at all, but a schoolmistress.

Louise V. Boyd, in Arthur's Mag.

The *London Sunday School Union*, publishes, in an attractive form, an address delivered in England, by Dr. J. H. Vincent, of this city, on "The Teacher in the Study and the Class." We make a single extract from it, which is worthy of emphasis:

"The great secret of teaching is to *excite the self-activity of the scholars*, so as to make them think about the subject for themselves. The teacher who has learned the art of thus exciting the attention of the scholars is on the highway to successful teaching. At Boston a little girl was entertaining me very pleasantly in the parlor, while I was waiting for a friend to come down stairs. I said to her: 'You go to Sunday School?' 'Oh! yes, I go to Sunday School.' 'You have a good teacher?' 'Oh! yes, I have a splendid teacher—a magnificent teacher!' When the girls in New York say 'splendid' and 'magnificent' they mean *nothing*. I wanted to see what these words meant in Boston, so I said, 'You prepare your lessons during the week?' 'Oh! yes, teacher *makes* us do that.' I said, 'Give my compliments to your teacher. A teacher who *makes* her scholars prepare their Sunday School lessons during the week must be a very good teacher.' 'Well,' she said, 'I don't mean she *makes* us,' thinking her way of stating it had reflected on the spirit of the teacher. 'Ah!' I said, 'you have spoiled a good story.' 'Well,' she said, 'I don't mean she *makes* us get up our lessons.' 'What do you mean, then?' I asked. 'I mean,' she said, 'that *she teaches us so that we love to get our lessons*.' So I multiplied the compliments a hundred

fold, and said: 'A teacher who teaches so as to make the scholars *love* to get up their lessons, is indeed a splendid teacher—a magnificent teacher.'"

MAKING PEOPLE HAPPY.—A practical writer has said, that some men move through life as a band of music moves down the street, flinging out pleasure on every side through the air, to every one, far and near, that can listen. Some men fill the air with their strength and sweetness, as the orchards in October days fill the air with the ripe fruit. Some women cling to their own houses, like the honeysuckle over the door, yet, like it, fill all the region with the subtle fragrance of their goodness. How great a bounty and blessing it is so to hold the royal gifts of the soul that they shall be music to some, fragrance to others, and life to all! It would be no unworthy thing to live for, to make the power which we have within us the breath of other men's joys, to fill the atmosphere which they must stand in, with a brightness they cannot create for themselves.—*Arthur's Mag.*

If you would add lustre to your accomplishments, study a modest behavior. To excel in anything valuable is great; but to be above conceit on account of one's accomplishments is greater. Consider, if you have natural gifts, you owe them to a divine bounty. If you have improved your understanding and studied virtue, you have only done your duty, and there seems little reason for vanity.

"In all evils which admit a remedy, impatience should be avoided, because it wastes that time and attention in complaints which, if properly applied, would remove the cause."

GOVERNMENT BY THE EYE.

The influence of the eye in the discipline of children has not been sufficiently noted, but any one can convince himself of its power by experiment and observation. Not an angry look at all, but a steady one—an almost magnetic one—is the expression required. This gives the impression of superior will, or latent force held in reserve, which arrests the attention and ultimately insures the submission of the most rebellious. The animals control their young by the eye and voice combined; no violence is used, no reasoning (that we are aware of,) attempted, yet perfect obedience is exacted and rendered. A calf or lamb a few days old, on being for the first time placed by its mother in a fence corner, among the bushes, and left hidden there while she grazes, will soon leave its shelter and come out either to seek its mother or to play; but the watchful parent goes at once, without delay of an instant, and leads the little one back again, and yet again until it learns to obey. Each time that she makes it lie down she stands looking intently at it awhile. Then presently when it has remained quiet long enough, she, standing at a short distance in the field, will call gently, and the little creature immediately leaps and runs to her side. A hen will separate two of her chickens who are fighting and lowering her head look at the aggressor steadily until he is subdued and peaceable. It is also very interesting to watch a cat training her playful kittens, who give her but little trouble until they get their eyes open. Then all wish to come sprawling and tumbling out of their basket, and as their mother has hunting to do, she must train them to remain quiet during

her frequent absence. So after breakfast she makes their toilet, puts each one in its proper place, and goes a little way off, pretending not to look toward them. By and by a kitten or two becomes restless, and begin to crawl out of the nest; but the mother returns at once, replaces and surveys her children calmly and with patience, and again retires, often to a greater distance than before, to return again on the first manifestation of disobedience. One morning spent in teaching her babes generally suffices for puss, who after that can go hunting when she will, sure of finding her children all at home and quiet on her return. Now, if we are really wiser than the animals, should we not show proof of it by our mode of governing young children? It is true that the nervous activity and strong will which most American babies inherit make them less docile than young animals; but this can be met by greater patience and self-control on the part of parents. The success of the few who have faithfully tried to do their whole duty by their children is so great that every mother may be encouraged to make the attempt. What a nation we shall become when every child is properly trained!

Professor:—What are the uses of starch in germination?

Student:—In the German nation starch is used very much the same as in this country—in doing up linen and such goods.

Professor:—If you give another such answer as that, I will show you how they take the starch out of students in the German nation.”

“Our schoolboy remarks that when his teacher undertakes to show him what is what, he only finds out which is switch.”

EDITORIAL DEPARTMENT.

A young man desiring a position as teacher called on us the other day, and, in the course of conversation, it leaked out that he had recently been discouraged from continuance in a business in which he had had a little successful experience, and for which he believed himself possessed of many natural as well as some acquired qualifications. He had been advised to put by the intention of teaching entirely, finally and forever. "I have taught," said his adviser, for more than fifteen years, and while I am poor to-day, young men whom I knew intimately, in my school-boy days, and who were possessed of no apparent aptitudes for the acquisition of wealth beyond what I possessed, but who gave to their thoughts and efforts a different direction from that which I gave to mine, are now millionaires. I might have been as rich as they to-day, had I not devoted my best years to the work in which you propose to engage."

In telling us of this interview, the young man remarked that his adviser had seemed to him to present entirely the world's view of the matter. He said that he knew very well there was another sort of business in which he was not a novice, and in the doing of which he knew he could make more money than in teaching. He was acquainted with the business of a grocer and provisioner. But he said that in his desire to lead a higher than a merely worldly life, in his thought how he could best serve the master to whom he had promised service, he

had come to feel that he ought to teach. He looked upon life from the standpoint of religion, and was endeavoring to decide upon his future course with reference to where he could do most good.

We know not how much depth and stability there may be to the young man's purpose. We know not but that he may be an enthusiast blinded by zeal and ready to encounter any difficulty, because he realizes but little what his difficulties will be. He may be of those who in time of trial will fall away. But of this we are glad. There are those who look upon teaching not from the standpoint of gain or of selfish ambition, but rather from that of the seeker after and the promoter of truth and good. Surely such have, and will have, their reward. Not in money and lands and worldly honors, not in the good things of this life, but in faith and hope and love, and in the enduring riches of the life which is to come.

June 3rd, there was held at the office of the State Superintendent of Public Instruction, a meeting of the State Normal Board as constituted by appointment of Gov. Austin under the new Normal School Law. We give below the names and organization of the Board:

George M. Gage, St. Paul, President.
H. B. Wilson, Red Wing, Secretary, *ex-officio*.
Hon. Thomas Simpson, Winona,
Hon. —— Smith, St. Cloud,
Hon. Geo. W. Austin, Mankato,

Supt. Sanford Niles. Rochester,
Supt. D. L. Kiehle, Preston.

Without the appointment of any teachers, the board, after approving plans and contracts for erection of building at St. Cloud, instructed the treasurers to prepare a detailed and complete financial statement respecting the several schools and adjourned.

The following we take from the *Mankato Record*:

"From the report of the proceedings of the State Normal School Board at their meeting on Tuesday, we are gratified to learn that our friend and former fellow citizen, Prof. Gage, has accepted the appointment conferred upon him by the Governor, and was elected by the board their president for the ensuing year. Prof. Gage, we predict, will prove one of the most valuable members of the board. His experience as principal of Normal Schools, in this and other States, cannot but be of great advantage to him in his present position, and we think we can safely vouch for his bringing all the benefit of his experience to his aid in his earnest efforts to place the Normal Schools of Minnesota in the best possible condition; to so aid in the advancement of the great cause of education that the true friends of education, the intelligent voters of the state, will no longer grudge the means required to support them in such a manner as to secure their most efficient aid in the grand work. Mr. Austin, the member from this city, we believe will be found a good member. We like his motion to fix a uniform standard of attainments for all graduates, and that standard so high that no graduate need fail of securing from any county superintendent a first grade certificate for teaching in any public schools. A uniform standard of admission to the Normal department should be established for

all, and an equal number of model pupils only be admitted to each school."

During the past month the Normal schools have closed their spring sessions, the school at Mankato on the 15th, and those at Winona and Saint Cloud on the 21st. The number of graduates was as follows: At Winona 13; at Mankato 24; at St. Cloud, 10. An attractive feature at Mankato was the return of past graduates to the number of forty or more, and the formation of an alumni association. At Winona several gentlemen united in presenting the institution located there a bust of the Principal, Prof. Wm. F. Phelps. The address of presentation was made by Rev. John Douglas, who was followed in his remarks by Hon. Thomas Simpson, after which Prof. Phelps responded as follows, as reported in the *Winona Republican*:

ADDRESS OF PROF. PHELPS.

My Friends: It occurred to me at the beginning of this interesting ceremony that above all other persons in this house, it would most become me to remain seated and silent. And yet since your kindness has decreed otherwise, I am made to feel that I should be entirely wanting in sensibility not to acknowledge most gratefully the obligations I am under to those noble citizens who have done me the honor to cause this presentment of myself to be placed within these walls as a memorial of the small service it has been my good fortune to render to this institution and through it to the cause of education in this State.

For many years it was my high privilege to be in somewhat intimate association with one of the most eminent of our American sculptors, whose beautiful creations in some form embellish hundreds of American homes. It was from Mr. E. D. Palmer that I derived my first inspiration of an art that is as old as the pyramids, and that will live as long as a love for the pure and beautiful shall be cherished in human hearts.

As I have sat by the hour in his studio admiring, almost idolizing the genius that could conceive and the consummate skill that could execute such forms of truth and beauty as were all the products of his master hand, I have thought that my highest dream of earthly immortality would be realized if my poor lineaments could thus be perpetuated through the media of, the plastic clay and the enduring marble. But this was a distinction I dared not seriously to covet. And yet it seems to have been one of those wild fancies which in some unexpected manner is permitted to be realized. Who could have expected that here in this beautiful western city beyond the Mississippi, a concurrence of circumstances would arise to favor so improbable a result. In the order of Providence an invalid seeks relief in our midst from the grasp of an insidious disease. In his person a genius appears among us. Charles Akers deservedly ranks among the best and noblest of American sculptors. He has already earned an enduring fame. His influence upon the future of this charming city can never be lost. He has enkindled in many hearts an interest and an enthusiasm in his favorite studies that will be felt for generations to come in the improved taste of our people for that which is pure and beautiful and true. Fortunate, indeed, is the community that is blessed with the presence of such a man. Let us strive more and more to appreciate his modest worth as a gentleman, and his great merit as an artist of the purest and noblest type. Again, my friends, allow me to tender my most grateful thanks to those excellent citizens whose names have been withheld from my knowledge until this evening, for this testimonial of regard for myself personally, and for this institution whose interests have so warm a place in all our hearts.

The feature just now of greatest attraction and importance in respect to the school at St. Cloud, is the erection of the new building, which is to be done after the plans prepared by Mr. A. M. Radcliffe of St. Paul, and which will, we have no doubt, in respect to its thorough adaptation to

the requirements of the school for which it is designed, and the real interests of our people be an improvement upon either of the Normal School buildings already erected.

From Mr. Sanford Niles, superintendent of schools for Olmsted county, we have his seventh annual report, made March, 1873, to the county commissioners. Mr. Niles first presents very full and complete statistics, designed to show the progress which has been made in educational matters in his county during the past five years. It appears from his table of items, carefully prepared and believed to be substantially correct, that the schoolable population has increased in the five years but thirteen per cent., while the enrollment in school, the average daily attendance, the number of teachers employed, the number of school houses and value of the same, show an increase ranging from twenty-two to one hundred and three per cent.

Olmsted county stands sixth in the State in the matter of school population, fifth in enrollment in winter schools, and in the value of school houses built the past year, fourth in the number of different persons enrolled at school and the per cent. of enrollment to the whole number of pupils, third in enrollment in summer schools and average daily attendance at school, second in number of school districts, and first in the value of school houses, number of teachers licensed and attendance at institutes. Thirty counties excel it in the matter of compensation to teachers.

An institute and training school of four weeks duration was held in the fall (1872) with an entire enrollment; of 145, and an average attendance of 138. The superintendent figures the entire expense of this school \$819.80

disbursements \$818: leaving him a net balance of \$1.60 for his extra labor. Mr. Niles sets a high estimate, perhaps not too high, on the value of teachers' institutes. He alludes to his 'course of study for district schools,' and to the favor it has met, to which attention has already been several times called by the editor of the TEACHER. It is deserving of commendation.

In the course of his 280 visits paid to the schools the past year, Mr. Niles has been led to notice the good effects resulting from heating the smaller school houses by means of stoves or furnaces in the basement. These he enumerates as follows; heat more uniform; ventilation better; expense of fuel less; arrangement of desks much more satisfactory, while size of school house may be considerably reduced for a given number of pupils. He recommends: 1st, the placing of good blackboards on all the vacant walls around every school-room in the county; 2d, the employment of the same teachers through several successive terms; 3d, the abandonment of keeping up the school in the season of the year when the weather is too hot to permit a good attendance or a good use of advantages offered; 4th, that the pay of teachers be proportioned to their skill and the grade of certificate held.

So few schools have responded to the call which we made for a monthly report in respect to attendance, etc., and those reporting have been so irregular, that we have not been able to present statistics enough to stimulate a healthful rivalry. It should be said, however, that we do not abandon our original intention to distribute certain prizes, and we hope to make such an announcement in due time as will be satisfactory to all parties concerned. Meanwhile we have a few

reports on hand which we have not room to publish this month, but which will appear hereafter.

A friend writes that he wishes us great success in our editorial labors, and that he hopes the TEACHER "may be as great a success financially as it is educationally." We hope just as he does, and extend a cordial invitation to the friends of education to help us to make ours as healthful a teachers' journal as the country affords.

From a circular prepared by Mr. O. S. Westcott, Chicago, we clip the following useful rules:

I. To square any number from 25 to 50:

Take the excess of the number above 25 as hundreds, and augment by the square of what the number lacks of 50. Illustration, $(48)^2 = (48 - 25)100 + (50 - 48)^2 = 1^2 \cdot 40$.

II. To square any number from 50 to 100:

Take twice the excess of the number above 50 as hundreds, and augment by the square of what the number lacks of 100. Illustration, $(89)^2 = 2(89 - 50)100 + (100 - 89)^2 = 7921$.

III. To square any number from 250 to 500:

Take the excess of the number above 250 as thousands, and augment by the square of what the number lacks of 500. Illustration, $(487)^2 = (487 - 250)1000 + (500 - 487)^2 = 237169$.

Object.—A quill of cinnamon. This is held before the class for examination. The following facts are elicited.

I. By the sense of sight. It is light brown, (cinnamon color;) opaque, dull, thin.

II. By the sense of touch. It is hard, and quite smooth.

III. By the sense of smell. It is aromatic; having an agreeable odor.

IV. By the sense of taste. It is sweet, pungent, agreeable to the taste.

V. By experiment. It is brittle; medicinal; stimulating; inflammable; pulverable; preservative.

VI. By comparison. It is light.

VII. By inference. It is dry; vegetable; foreign.

We arrange a few miscellaneous facts as follows:

1. Where found. Indigenous,—Ceylon and coasts of Malabar. Cultivated,—Java.

2. In history. Known to the ancients. Herodotus speaks of it 440 B. C. as having been obtained from the Phoenicians

3. What is it? The inner bark of a tree,—best when obtained from a tree three years old.

4. How prepared. Bark taken off from May to October; tied in bundles for 24 hours; split; inner part taken; rolled into quills, the thinner inside; dried and sorted.

5. Number of grades made. Three; first and second for ordinary use and sales; third, for making the Oil of Cinnamon.

We insert the following from an educational exchange, which was called forth by something in the TEACHER for May:

A recent comparison of Webster's and Worcester's Dictionaries, chiefly with reference to the cost per word defined, has suggested to a friend of ours the following computation, by way of comparing "Sander's New Speller, Definer and Analysis," and "Worcester's Comprehensive Dictionary." In respect to its truthfulness and justice we have not made investigation. The comparison is only in regard to the number of words, and the investigation reports the following results:

SANDERS.		WORCESTER.	
Page.	Words.	Page.	Words.
50	150	50	99
100	150	100	105
150	150	150	112
		200	119
		250	98
		300	109
		350	93
		440	122
		450	136

Average per page for Sanders, 150 words; for Worcester, 110 $\frac{1}{2}$ words. As Sanders has 170 pages, it is estimated that the "Speller and Definer" contains 25,000 words, and Worcester having 437 pages, contains 48,216 words.

Two copies of the "Speller and Definer" cost only 50 cents, while a single "Comprehensive Worcester" costs \$1.80. But the two Sanders contain 51,000 words, giving a balance of nearly 3,000 words in favor of the "Speller and Definer."

Of course there are questions important in deciding what Dictionary to buy besides the number of words the book contains and the retail price, whether 50 cents, the price of the "Definer," or \$1.80, the price of the "Comprehensive," but our friend's investigation brought out an interesting fact; we give that fact to our readers, simply remarking that both books limit their work to pronunciation and definition, and pay very little attention to the matter of synonyms and none whatever to *etymological derivations*, so that the price seems to be the only ground of distinction unless there be slight superiority in the binding of the "Comprehensive."

The Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th, and 7th days of August, 1873. Free return tickets are promised on the N. Y. & Erie and the other Railroads centering in Elmira. No effort will be spared to render this meeting interesting and profitable. A

large attendance is anticipated. The morning and evening of each day will be occupied by the general Association, and the afternoon by the four Departments. The Exercises will begin at 10 o'clock Tuesday, A. M. After very brief introductory exercises, the Association will proceed at once to business. No time can be spared for, elocutionary or musical entertainments. To give time for the thorough discussion of the topics presented, the several papers which introduce each theme should be short, not occupying more than twenty-five or thirty minutes.

We give the plan of exercises for the General Association.

1. "Upper Schools," by Dr. James McCosh, President of the College of New Jersey.
2. "How much culture shall be imparted in our free schools," by Richard Edwards, President of the Normal University of Illinois.
3. "Ought the Chinese and Japanese Indemnities to be refunded unconditionally, or devoted to Specific Educational purposes?" In the discussion of the question, Mr. Chin Laisun, of Shanghai, will speak of the New Educational Movements of China, and Prof. E. H. House, of the Imperial College of Tokei, (Yedo,) on "The New Educational Plans of Japan."
4. "The Normal Question," by E. E. White, Editor of the National Teacher.
5. "Should American Youth be Educated Abroad?" by Dr. Jackson, President of Trinity College, Conn.
6. "Education in the Southern States," by Dr. Barnas Sears, Agent of the Peabody Fund, Staunton, Va.
7. John Hancock, Supt. of Schools, Cincinnati, on (Subject not given).
8. "Co-Education of the Sexes," by President White, of Cornell University.
9. "The Relation of the General Government to Education," by Prof. G. W. Atherton, Rutgers College, N. J.

Exercises in Normal Department as follows:

"The Duties and Dangers of Normal Schools." Richard Edwards, President State Normal University, Illinois. "Elementary and Scientific Knowledge." John W. Dickinson, Principal State Normal School, Westfield, Mass. "Training Schools.—Their place in Normal School work." Miss Delia A. Lathrop, Principal Training School, Cincinnati. A paper on subject not given, by Henry B. Buckham, President State Normal School, Buffalo, N. Y. The following questions are also presented for discussion: "To what extent and in what ways ought a Normal School to conform its plans to the wants of the region in which it is located?" What should the Normal School aim to accomplish in the teaching of Natural Science?" How shall the pupils of Normal Schools be taught to study for teaching?" All interested in Normal School work are requested to send to the President of this department questions for discussion.

In the Department of Higher Instruction.

1. "National University:" by Chas. W. Eliot, President of Harvard University.
2. "Study of the Classics;" by Prof. H. McGuffey, of the University of Virginia.
3. "A Liberal Education for the Nineteenth Century;" by Prof. W. P. Atkinson of the Institute of Technology, Boston.

The details of the other Departments, and of Railroad and Hotel accommodations, will be announced soon as possible.

S. H. WHITE, *Secretary.*
B. G. NORTHROP, *President.*

P. S. Since receiving the above, a private letter from the Secretary announces: "Mr. Northrop, in a letter just received, says: 'Erie agrees to free return tickets.'"

OUR BOOK DEPARTMENT.

We hope none of our readers will fail to give an attentive perusal to an article entitled **THE NATIONAL SERIES OF MUSICAL READERS**, by Prof. S. H. Dyer, the accomplished organist of the House of Hope Church, St. Paul, and a teacher of music of successful and varied experience. We secured his services to write a review of these books, because we had more confidence, a great deal, in his opinion on such a subject than in our own, and we commend his critique to the thoughtful consideration of our readers, adding only, that the intrinsic merits of music as a study for the pupils in our public schools render all discussions relating to that study of interest to friends of education.

A very useful little book and one which should be in the hands of every pupil in our State is **A Book of PROBLEMS IN ARITHMETIC**, by Geo. A. Walton and Francis Cogswell, published by Brewer & Tileston, Boston, and to be obtained through their Chicago agent, O. S. Westcott, whose address see in advertising pages. This little book costs at retail only twenty-five cents, and contains more than *twelve thousand* examples for practice, embracing all the applications of arithmetic usually presented in text-books. We wish all our teachers were ready to use this as the only text-book of arithmetic in their

schools, above the primary where no book should be used.

From E. H. Butler & Co., Philadelphia, through their agent, Mr. Gray, Chicago, we have **THE NEW AMERICAN SERIES OF READERS AND SPELLERS**, by Epes Sargent and Amasa May. The mechanical execution of these books so far as type, press-work and illustrations are concerned is excellent. We wish we could say as much for the binding. The selections of the Readers are interesting, and the arrangement of matter is good. The books are somewhat smaller than those now in use in the State, and the cost of the series is about one-half as great. The spelling books are well edited, and illustrated. These books are worthy the consideration and careful examination of school boards.

Messrs. Eldridge & Brother, Philadelphia, have recently published another of the excellent and popular "Chase and Stuart's Classical Series," prepared by E. P. CROWELL, A. M., Moore Professor of Latin in Amherst College. We here have, from a comparatively young college professor, and one from whose hands it is generally conceded nothing crude has as yet appeared, **M. TULLII CICERONIS DE OFFICIS LIBRI TRES**, with explanatory notes and with parallel grammatical references to the five

manuals now in use in different institutions and sections of the country. We think this the best edition now published for students.

Too late for notice we are in receipt of a new graded series of readers, entitled the *AMERICAN EDUCATIONAL READERS*, from Ivison, Blakeman, Taylor & Co., New York and Chicago. A casual glance at them shows that they deserve better attention than we can bestow upon them now, and we shall review them next month. We call attention to the announcement of the publishers in respect to them elsewhere.

Mr. John H. Rolfe, with Jansen, McClurg & Co., 117 and 119 State street, Chicago, who has long been favorably known in the West and Northwest as the representative of one of the leading book publishing establishments of the country, is now furnishing a line of supplies for schools, to which the attention of our people should be called. We mean the reference publications for schools and colleges of such houses as Lippincott & Co., G. & C. Merriam, Brewer & Tileston, etc., etc. We shall refer more in detail next month.

It will be noticed by our readers that our advertising pages for the current month are made use of by several new and first-class publishing establishments. We ask for them all a very careful perusal.

The page of Mr. J. Davis Wilder is specially worthy of attention. His work, fully warranted, is giving excellent satisfaction in several of our best educational institutions. He invites the correspondence of school boards, and we invite it for him, believing him eminently worthy of confidence.

In addition to the works noticed in the *TEACHER* last month, we have from the publishers, Messrs. Clark & Maynard, New York City, "THOMPSON'S NEW GRADED SERIES" of arithmetics, which seem to have been prepared with unusual care, and to be worthy the consideration of teachers and boards of education. Address A. Brown, Western Agent for Clark & Maynard, Chicago, Ill.

We call the special attention of our readers to the announcement of Messrs. Wilson, Hinkle & Co., Cincinnati, to be found in our advertising pages. For one of the books therein advertised, *GOOD MORALS AND GENTLE MANNERS*, by Alex M. Gow, A. M., the publishers have, as they richly deserve, our thanks. If teachers will obtain, carefully examine and make use of this treatise, they will confer a greater favor upon those whom they instruct than that which often comes of the teaching which they give in the branches of ordinary school work.

Two new books have recently been issued from the press of D. Appleton & Co., New York, and laid upon our table by their agent, Mr. Liberty Hall, Glencoe. They are prepared by H. Alleyne Nicholson, M. D., D. Sc., &c., Professor of Natural History and Botany in University College, Toronto, and author of several very valuable treatises in Natural Science. These works, *TEXT-BOOK OF ZOOLOGY* and *TEXT-BOOK OF GEOLOGY*, are rather larger than should be put into the hand of the student in our graded schools below the high school, but to students in high schools and academies and to teachers they will be very valuable. And in these days, when the subjects of Natural Science are receiving so much attention, such

books as these should be read and studied by all our teachers that they may be enabled to teach orally many of their leading facts. The same house has issued, in an attractive dress and with substantial binding, a *Revised Edition* of QUACKENBOS's NATURAL PHILOSOPHY. To those with whom the original treatise on this subject by the same author was a favorite (and their name is legion) we need not commend this late work. The announcement that it is now ready is sufficient.—We have also from D. A. & Co: A GERMAN PRIMER, FIRST GERMAN READER and a PRACTICAL GRAMMAR OF THE GERMAN LANGUAGE, all prepared by Hermann D. Wrage, A. M., Professor of German in the Public Schools of the City of New York. Of these we purpose to speak more fully after more careful examination.

THE PREVALENCE OF CRIME.—The cry from all parts of the country of Murder, Robbery and the other lesser crimes has induced many of our best thinkers to examine into the cause of crime. What steps are best to be taken for its prevention, and whether capital punishment is beneficial as a preventive, etc. Dr. JOHN STOLZ, of Chicago, has introduced his ideas in a work entitled MURDER, CAPITAL PUNISHMENT AND THE LAW. The book really is a sensation, it strikes to the very bottom of the cause of crime. It will undoubtedly cause some of our best and most highly influential families to stare in wonderment at the truths laid bare. Our most humane and christian people should look deeper than they have recently been doing. The work is a suitable one for every family. It is very interesting, being illustrated by facts brought forth in connection with the things that lead and induce

our people to commit crime. The book is handsomely printed and bound by the UNION PUBLISHING COMPANY, and illustrated, the frontispiece being a handsome illustration of the execution of the Hero Martyr of the American Revolution, Capt. Nathan Hale. The work is to be sold by subscription only.

A VALUABLE BOOK.—Dr. E. B. FOOTE's New and wonderful Work, PLAIN HOME TALK AND MEDICAL COMMON SENSE, is undoubtedly the best Private Medical Work published, being a neatly bound volume of nearly 1,000 pages, with 200 illustrations. We understand that the beautiful original chromo, "Throw Physic to the Dogs," is given to each purchaser of the book. It is not often that a physician advocates the "Throwing of Physic to the Dogs," but the views of Dr. Foote can best be obtained by perusing this work. See advertisement in another place.

Messrs. A. S. BARNES & Co., New York and Chicago, send us for notice THE LOGIC OF ACCOUNTS; a new exposition of the theory and practice of book-keeping by double entry, based in value, as being of two primary classes, commercial and ideal, and reducing all their exchanges to nine equations and thirteen results. Illustrated by examples and memoranda for business men and students. By E. G. Folsom, A. M., proprietor of the Albany Bryant & Stratton College, Albany, New York. We have not only examined this book somewhat ourselves, but handed it to one of the best teachers of book-keeping in the Northwest, and as the result are prepared to recommend it to those in search of such a treatise. Sent by mail, postpaid, on receipt of \$2.00 by the publishers, Chicago.

SPECIAL ANNOUNCEMENT.

OFFICE OF MINNESOTA TEACHER,
SAINT PAUL, May 5, 1873. }

As may be seen by reference to our advertising pages, we have given considerable importance to a special arrangement entered into between the well-known publishing house of Thompson, Bigelow & Brown, Boston, and ourself, whereby we are enabled to offer, at a very low price, the excellent treatise of Hiram Orcutt, entitled "Orcutt's Teachers' Manual," to new subscribers to the MINNESOTA TEACHER. We offer the MANUAL, *sent postpaid to any address*, with the TEACHER one year, for \$1.80. The Manual contains 270 pages of matter of great practical value to the mixed school or graded school teacher, and is sold at retail for \$1.00. The TEACHER gives its readers 450 pages of reading matter, and is furnished for \$1.50. We are happy to say that this combination is attracting the attention of teachers, and that our subscription list is increasing on account of it. We shall continue this offer to the end of the current year, and we confidently expect many teachers will avail themselves of its extraordinary advantages.

We present herewith a brief analysis of Mr. Orcutt's work, in order that our readers may judge for themselves of its probable merits. The book contains:

1. The Discipline of the School, including—
 - a. Thorough Organization and Classification.
 - b. The Necessity of Law.
 - c. Work as an Agency in School Discipline.
 - d. Public Opinion as a Controlling Power in School.
 - e. Mental and Physical Recreation as a Disciplinary Agency.
 - f. The Discipline of Punishment.
 - g. The Discipline of Study.
 - h. The Discipline of Instruction.
 - i. The three Methods of Instruction.
 - k. The Discipline of Good Manners.
- II. The Dignity of the Teacher's work.
- III. The Teacher's Qualifications.
- IV. Common Schools—their History and Importance.
- V. Rules for the Divisibility of Numbers.

Address

GEO. M. GAGE,

St. Paul, Minn.

P. S.—We send the TEACHER, alone, six months on trial, for 60 cts. Or we will mail, to any address, a copy of the TEACHER, for examination, on receipt of 15 cents.

SPECIAL NOTE.—As the above-mentioned proposition is of great importance to teachers, we respectfully request each district clerk, who receives the TEACHER, to call the attention of his teachers to it.

LAWs OF MINNESOTA
" *laws of Minnesota*
RELATING TO
PUBLIC SCHOOLS
AND
STATE NORMAL SCHOOLS,

PASSED MARCH 7th, 1873.

PREPARED AND PUBLISHED IN PURSUANCE OF LAW,
UNDER THE DIRECTION OF THE SECRETARY OF STATE.

SAINT PAUL:
PRESS PRINTING COMPANY.
1873.

THIS BOOK MUST BE DELIVERED TO SUCCESSORS IN OFFICE.

**NORMAN WRIGHT,
STATE PRINTER.**

SCHOOL LAWS OF MINNESOTA.

AN ACT TO PROVIDE FOR THE MANAGEMENT AND GOVERNMENT OF COMMON SCHOOLS AND SCHOOL DISTRICTS, REPEALING ALL GENERAL LAWS RELATIVE THERETO.

(PASSED MARCH 7, 1873.)

Be it enacted by the Legislature of the State of Minnesota:

TITLE ONE.

PUBLIC SCHOOLS.

SECTION 1. Every school district in the state that has been set off and established, under general laws or by special charter, or which may be hereafter formed, set off or established, is hereby declared to be a body corporate, to be known and designated by the name and style of school district number in the county of

School districts
declared bodies
corporate.

Provided, however, That such districts as have adopted, or may hereafter adopt any other name such name may be prefixed to said title "school district," and by such designation may contract, and be contracted with, sue and be sued, in any of the courts of this state having competent jurisdiction.

SEC. 2. All schools supported wholly or in part by the state current school fund, shall be styled the "public schools," and admission to them shall be free and without any charge to all persons between five and twenty-one years of age, residing in the district. *Pro-* All public schools
free.

vided, however, That boards of trustees and boards of education may suspend or expel pupils for insubordination, immorality or infectious disease.

Classification of school districts.

SEC. 3. School districts shall be, and they are hereby classified as follows: First, Common school districts, embracing all districts organized under title one of chapter thirty-six of the general statutes of Minnesota, or that may hereafter be organized under title one of this act; Second, Independent school districts, embracing all districts organized under title three of said chapter thirty-six, or that may hereafter be organized under title three of this act; and Third, Special school districts, embracing all districts organized or that may hereafter be organized, wholly or in part, under any special law of this state.

Or the numbers of school districts.

SEC. 4. The numbers of districts now existing and numbered in each county, shall be continued to such districts respectively; and such districts as may hereafter be formed, shall be numbered in the several counties in consecutive order, by the county auditors, who shall make and keep, in the records of their offices respectively, a clear and well defined description of each school district, and of such formations and alterations as may be made from time to time.

District property—how held—not taxable.

SEC. 5. Every district shall hold in the corporate name of the district the title of lands and other property now owned, or which may hereafter be acquired for school district purposes in such districts, and no property held by school districts for public school purposes shall be subject to taxation.

Trustees to obtain title to property for district.

SEC. 6. When the title to lands or other property held for school purposes is in doubt, or is vested in other parties than those prescribed in the preceding section, the trustees of the district or board of education shall procure the title to such lands or other property, to be vested as provided therein.

School districts formed or altered on petition.

SEC. 7. The county commissioners of the several counties in the state may form new school districts, alter the boundaries of districts, or unite districts, upon the petition of a majority of the freeholders who are legal voters, residing in each district, to be affected thereby.

Proceedings subsequent to filing of petition—notice of hearing.

SEC. 8. Upon presentation of any such petition, the county commissioners shall appoint a time and place for a hearing upon it, and shall post notice thereof [setting forth the substance of the petition, and the time and place of such hearing, in three of] the most public places

in the territory to be affected, and cause to be served a copy thereof upon the clerk of each district to be affected at least ten days before the time appointed for such hearing.

SEC. 9. At the time and place so appointed for such hearing, the commissioners having publicly read the petition, shall proceed to consider the same, with anything which may be said by interested persons for or against granting the prayer of the petitioners. At the conclusion of such hearing, which may be adjourned from time to time, they shall cause to be entered upon the records of such board their decision, which shall be in the form of an order particularly describing the districts affected thereby, signed by the chairman and attested by the auditor, who shall, if the action of the commissioners be affirmative, cause a copy thereof to be filed with or addressed by mail to the clerk of each district affected; *Provided*, That when the territory of the district or the districts to be affected by such formation, alteration or consolidation consists of parts of two or more counties, the petition shall be presented to the commissioners of such counties who shall in a joint board hear the petition in the manner directed, and the determination of such joint board shall be entered upon their records in the several counties by the several county auditors who shall file the copies thereof with the clerks of districts affected thereby, in their respective counties in the manner directed; *Provided further*, That if any five or more voters who are freeholders residing in the district, who may feel aggrieved by the alteration or organization of their district, shall make a written application to the county commissioners for a [re]hearing of any matter in relation to school districts, upon which they have entered their order; said commissioners shall cause notice of a rehearing of such matter to be served upon the clerks of districts and posted as provided in section eight; and at the time and place stated in such notice, they shall hear such grievance and make such order in the premises as they may think justice requires; *Provided further*, That upon a petition of any legal voter to said commissioners stating that it is the desire of the petitioner to be set off from the district in which he then is, to some district adjoining the same, which petition shall show that the petitioner is a resident of and a freeholder in the district from which he desires to be set off, and that his land is ad-

Proceedings on
and after the
hearing.

How to proceed
when the affected
territory lies in
two or more coun-
ties.

How a re-hearing
may be had.

When one legal
voter wants to be
set off to some
new district.

joining the district to which he wishes to become attached, and also the reason for the same, which petition shall be verified by the oath of the petitioner, to the effect that the statements therein contained are true to the best of his knowledge and belief; that said commissioners, having given notice as provided in section eight, may change the boundaries of the district in which said petitioner resides, so as to set him off to some other district adjoining the same, whenever it shall seem to them just and proper to do so; *Provided further*, That the county commissioners

Nominal districts to be attached to some other. of such organized counties as contain nominal school districts, in which officers shall not be elected within one year after their formation, or territory not embraced in any school district, shall set off, and attach all such territory to existing organized districts adjoining.

SEC. 10. The officers of each common school district shall be a director, a treasurer and a clerk, who shall be elected at the annual meeting, which shall be held on the first Saturday in October of each year; and their term of office shall commence on the twelfth day of the month in which they are elected, and continue three years and until their successors are elected and qualified; *Provided*, That, of the boards elected at the annual meeting in October, eighteen hundred and seventy-two, the director shall hold his office one year; the treasurer two years, and the clerk three years, and thereafter one trustee shall be elected annually. But when a new district is formed, a meeting for organization may be called by a notice stating the object of such meeting, signed by three freeholders or householders residing within the limits thereof, and posted in five conspicuous places in the district ten days before the time fixed for holding such meeting, and such meeting so called shall have the same power as annual meetings; *Provided*, That the board of trustees elected at such meeting shall hold their respective offices till the next annual meeting; and, of the officers elected by any district at the first annual meeting after its organization, the director shall hold his office one year, the treasurer two years, and the clerk three years.

Vacancy how filled. In case of any vacancy in the board of trustees the vacant office shall be filled by the remaining members, until the next annual meeting when the vacancies shall be filled by election for the unexpired term.

SEC. 11. Annual meetings shall be held at seven o'clock

P. M. unless a different hour shall have been fixed by vote ^{Annual meetings, hour of.} at the last preceding annual meeting.

SEC. 12. All persons elected as district officers under this title, shall within ten days after notice thereof by the clerk, file their acceptance of the same in the office of the district clerk. ^{Officers elect must accept in ten days.}

SEC. 13. The director, treasurer and clerk of each common school district shall constitute a board of trustees, and in that capacity have the general charge of the interests of schools and school houses in their district; shall lease or purchase, in the corporate name of the district, a site for a school house designated by a majority of the legal voters of the district; shall build, hire or purchase a suitable school house with the funds provided for that purpose; and when directed by a majority of the qualified voters at any legal meeting of the district, may sell or exchange any such site or school house; and it shall be the duty of said board of trustees, when such school district shall have determined, by a majority of qualified voters at any legal meeting thereof, to open more than one school, to grade said schools so determined to be opened, assigning to each school its proper grade of scholars; and any two of such board may do any act which the board as such are authorized to do. ^{Trustees—who they are—their powers and duties.}

SEC. 14. Each member of the board of trustees shall visit the school at least once in each term, and give such advice to the teachers as may be for the benefit of the school, and said trustees shall submit to the legal voters of their district, at their annual meeting, an estimate of the expenses of the district for the coming year, including in their estimate a school for at least three months and all things necessary for such school. ^{Trustees to visit school—estimate of coming year's expenses.}

SEC. 15. The board of trustees shall hire for and in the name of district such teachers only as have a certificate of qualification, and make a written contract with such teacher, specifying the wages per month and time employed as agreed upon by the parties, and file such contract in the office of the clerk; *provided*, that the term month, whenever it occurs in any section of this act, shall be construed to mean four weeks of five days each. They shall provide fuel for the schools of the district, if voters of the district make no provision for fuel at their annual meeting; shall furnish all things necessary for the school house during the time a school shall be taught therein; which shall be, at least, three months, in each school year, ^{Trustees to procure teachers—provide fuel—provide all things needful for three months' school.}

and such further time as the district, by vote, may direct.

Instruction must be in English. SEC. 16. All instruction in the common school districts shall be given in the English language, excepting that the board of trustees may provide for instruction, during one hour only, of each day, in any one of the foreign languages.

Who shall appear in suits, for or against a district. SEC. 17. The director shall appear for and in behalf of his district in all actions brought by or against it whenever no other direction is given by a lawful meeting of the legal voters thereof.

[DUTIES OF DISTRICT TREASURERS.]

Duties of treasurer. SEC. 18. The treasurer of each district shall receive and pay out all moneys appropriated to or belonging to his district and keep an accurate account of the public school fund and of the district fund or funds raised by tax.

Treasurer's bond. SEC. 19. The treasurer of each district shall execute a bond to the district in double the amount of money, as near as can be ascertained, which will come into his hands as treasurer, during his term, with sufficient surety to be approved by the director and the clerk, conditioned for the faithful discharge of his duties. Such bond shall be filed with the clerk of the district, and in case of any breach of any condition thereof, the director shall cause an action to be commenced thereon and prosecuted in the name of the district, and the money when collected shall be applied to the use of the district. The treasurer failing to give a bond as provided herein, or for any cause being unable to attend to his duty, the director and the clerk of the district shall proceed to appoint another treasurer, who shall give bond as required herein.

Who may appoint a treasurer. SEC. 20. The treasurer shall present and file with the clerk three days before each annual meeting, a report in writing signed by him, and containing a statement of all moneys received by him during the year preceding and of all his disbursements, exhibiting vouchers therefor; also the amount received by him of taxes assessed upon the taxable property of the district during the year, the purpose for which they were assessed, the amount assessed for each purpose, which report shall be recorded by the clerk; and if it appears that there is any balance in the hands of the treasurer, he shall pay such balance to his

Treasurer's report, when to be made, and showing what.

successor in office upon his filing his bond as prescribed in section nineteen. The director and clerk shall examine said report, and if correct, they shall endorse the same.

DUTIES OF DISTRICT CLERKS.

SEC. 21. The clerk shall record the proceedings of the district meetings and of the board of trustees in a book provided for that purpose by the district; he shall enter therein copies of all his reports made to the county auditor or county superintendent; keep and preserve all records, books and papers belonging to his office, and deliver the same to his successor in office; he shall act as the clerk of the district in all its meetings, or if absent, record the minutes of the clerk *pro tem.*, and keep an account of all expenses of the school and school house, and of out-buildings, fences, wood, stoves and all the conveniences of the school room, such as maps, charts, black-boards and school libraries.

Duties of clerk.

SEC. 22. The clerk shall give at least ten days' notice of each annual or special meeting by posting three notices thereof in conspicuous places in the district. Every notice for a special meeting shall set forth all the objects for which such meeting is called. Special meetings shall be called on the order of the board of trustees, or by the written request of five or more freeholders of the district; *Provided*, That whenever there is no district clerk, or the clerk refuses or neglects for three days to post notices for a special school meeting after being requested in writing by five or more freeholders of the district, a special school meeting may be called by posting three notices thereof in three conspicuous places in the district, duly signed by five or more freeholders or householders, being qualified electors in the district; *And provided further*, That at any annual meeting the legal voters present may act upon any matter properly before them, except the raising of money for building or purchasing a school house, or fixing the site thereof, without its being particularly set forth in the notice. The clerk of each school district, shall before the tenth day of October in each year, make an enumeration of all persons over five and under twenty-one years of age residing in his district on the thirtieth day of September in each year, showing the age and sex of each, but not including in such enumeration persons in charitable or reformatory institutions being educated

Shall give notice of district meetings.

How otherwise meetings may be called.

Enumeration of school children, when made.

at the expense of the State. The clerk shall report to the county superintendent the time of the commencement of each term of school, two weeks before the time of the commencement of such term.

SEC. 23. The clerk of each school district shall, on or before the tenth day of October in each year, make and transmit to the county superintendent a report in writing, showing :

First.—The names of all persons, male and female, designating the age of each respectively, between the ages of five and twenty-one years, residing in his district on the last day of September preceding the date of such report, and if his district be a joint one, composed of territory lying in two or more counties, he shall report to each of the county superintendents of the counties in which the parts of the territory are situated, the number of scholars only embraced in the county of each.

Second.—The number who have attended school within the year.

Third.—The length of time a school has been taught by a qualified teacher, and the amount of wages paid to teachers within the year.

Fourth.—The amount received from the county treasurer within the year of money apportioned by the county auditor.

Fifth.—The amounts received from the county treasurer arising from district taxes collected, the purposes for which such taxes were levied, the manner in which said sums have been expended, the condition of schoolhouses and grounds, the text books used, and such other facts as the superintendent of public instruction may require.

Sixth.—An attested copy of his record of the proceedings of the annual school meeting of his district, including the names of newly elected trustees and the post office address of them severally, which report shall be verified by the oath of the clerk, which may be administered by any officer authorized to administer oaths, or by the county superintendent, who is hereby authorized to administer the same in such cases.

SEC. 24. The clerk of the district shall, on or before the tenth day of October in each year, furnish to the county auditor an attested copy of his district record, stating the amount of money voted to be raised by the district for school purposes at any annual or special meeting within the year.

Clerk's report to
county superin-
tendent—when to
be made and what
to contain.

Clerks must give
county auditor
copy of record
showing money to
be raised.

SEC. 25. When a tax is voted by a district composed of parts of two or more counties, the clerk shall, on or before the tenth of October of that year, transmit to the county auditor of each of the counties a statement of the amount so voted. The said auditor shall thereupon transmit, each to the other, an abstract of the assessment in that part of the district in their respective counties, and shall levy the amount required in proportion to the amount of property in that part of the district situated in their respective counties. The money arising from such assessment shall be drawn by the district treasurer from the county treasurer of each county in which the district is situated. The number of scholars in each fraction of the district shall be returned to the superintendent of the county in which said portion of the district is situated, and all moneys apportioned shall be drawn by the district in the same manner as when the district is in one county.

SEC. 26. When any new school district shall be formed, either from territory not heretofore included in any organized district, or by a change in the boundary of old districts, or upon any change in boundaries affecting the enumeration or census of persons of school age in such districts, it shall be the duty of the clerk of each district affected by the creation of such new district, forthwith to make an enumeration of the persons in his district (as now required by law) on the thirtieth day of September, and return the same to the county auditor, whose duty it shall be to take such returns as a basis for the apportionment of school funds to such districts on the last Wednesday of March and October of that year.

SEC. 27. The clerk shall draw orders on the treasurer of the district for the payment of teachers, or for any other lawful purpose, and when such orders are attested by the director, they shall be paid by the treasurer. Each order shall be dated and numbered, state the service or consideration for which it was drawn, and the person rendering such service or consideration, and shall be recorded in a book kept by the clerk for that purpose. The clerk shall procure from the county superintendent of schools, and furnish to the teacher a register for his school, which register shall be deposited by the teacher with the clerk at the close of each term, and before any money shall be paid or order drawn for the payment of such teacher. The clerk shall procure from the county superintendent, blanks upon which to make his

In district lying
in two counties,
how tax collected
and drawn.

In new district,
the clerk to make
enumeration,
when.

Further duties of
clerk.

Teachers' regis-
ters, blanks for
reports, record
books and blanks,
how procured.

reports to such superintendent. The clerk shall procure from the county auditor, record books and blanks for the use of the clerk and treasurer of the district, containing such forms and instructions as may be prescribed by the state superintendent of public instruction. The county auditor of each county may procure and furnish to the clerk of each school district in his county such record book and blanks, the expense of which shall be paid by the county treasurer out of the funds arising from the two mill school tax, to be paid on the warrant of the county auditor. *Provided*, That if any order drawn for the payment of a teacher, is presented to the treasurer for payment, and is not paid for the want of funds, the treasurer shall make a written statement over his signature, by endorsing on such order, with date showing such presentation and non-payment, and shall make and keep a record of such endorsement; such order shall thereafter draw interest at the rate of ten per cent. per annum until the treasurer shall notify the clerk in writing that he is prepared to pay such order.

*orders drawn by
them, the clerk
being unable.* SEC. 28. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money, authorized by a vote of a majority of the board to be paid, the orders may be drawn by the director, and paid by the treasurer, a statement thereof, with a copy of such orders being delivered to the clerk by the treasurer, or the office of the clerk may be declared vacant, and filled by appointment.

*uty of county
auditor-concern-
ing school district
tax.* SEC. 29. It is hereby made the duty of the county auditor to file the copy of said record referred to in section twenty-five, and levy the amount specified therein upon the real and personal property of the district, and to enter upon his assessment roll for the year, in a separate column, the tax levied thereon. *Provided*, That the county auditor, in extending such tax, shall not be required to use as a rate per cent. any fractional part of a mill other than a half mill.

*ounty auditor to
take apportion-
ment of school
money.* SEC. 30. The county auditor, on the last Wednesday of March, and on the last Wednesday of October of each year, shall make apportionment of the money in the county treasury for the support of schools among the several school districts in the county, in which a school has been taught for three months during the year by an authorized teacher, which apportionment shall be in proportion to the number of persons in the district between

the ages of five and twenty-one years, as shown by the reports of the several districts, and he shall transmit to the clerk of each district a copy of the apportionment of said district. *Provided*, That this section shall not deprive districts which have been organized within one year, of their apportionment.

SEC. 31. It shall be the duty of each county auditor in the state, on the last Wednesday of March, and on the last Wednesday of October of each year, to make a report to the superintendent of public instruction, showing the whole amount of money by him apportioned on that day among the several school districts in this county; the sources from which said money was received into the county treasury; the aggregate number of scholars in the county, and the number of districts receiving a portion of said school money, and upon the violation of the provisions of this section he shall forfeit the sum of fifty dollars to the benefit of the school fund of his county.

Auditor to report to superintendent of public instruction.

SEC. 32. The county auditor of each county shall transmit to the state superintendent of public instruction the name and post office address of the superintendent of schools in his county, as soon as such officer has been qualified.

Must give State superintendent the address of county sup't.

[DUTIES OF COUNTY TREASURERS.]

SEC. 33. The county treasurer shall pay over upon the order of the county auditor, to the treasurer of any school district only, or upon his written order, any money in his hands belonging to said school district, by any apportionment, or by collection of any delinquent taxes, or other money belonging to said district, but the county treasurer shall pay no school moneys to any district treasurer until such district treasurer has filed in the office of the county auditor notice from the clerk of his district, countersigned by the director thereof, that such district treasurer has filed in the office of the district clerk his official oath and bond, as provided in section nineteen aforesaid.

Duties of county treasurer concerning district money.

POWERS OF DISTRICT SCHOOL MEETINGS.

SEC. 34. The legal voters, when lawfully assembled, not less than five being present, shall have power, by a majority of votes of those present:

Powers of legal voters in school district.

First.—To appoint a moderator.

Second.—To adjourn from time to time.

Third.—To elect a director, clerk and treasurer, and when necessary, to choose a clerk pro tem.

Fourth.—To designate a site for a school house, provided, that the site for a school house shall not be changed after having been designated without having two-thirds of the legal voters of the district voting in favor of such change.

Fifth.—To vote an amount of money to be raised by a tax on the taxable property of the district, sufficient, with the apportionment of the common school fund, to support a school the length of time voted by the district in addition to the three months required by law; to purchase or lease a site for a school house, and to build, hire or purchase such a school house when the same is necessary; to keep in repair, and provide the same with the necessary furniture and appendages; to procure fuel, and to purchase or increase a library and school apparatus.

To vote tax for
what purposes.

Limitation of the tax. But no school district shall in any one year levy a tax exceeding eight mills on the dollar, for the purpose of building a school house, or leasing or procuring a site for a school house. *Provided*, That any district in which the above rate will not produce the sum of six hundred dollars, may raise by a tax a sum not exceeding six hundred dollars; provided the rate of such tax levy does not exceed twenty-five mills on the dollar on all taxable property of the district.

To levy a tax for
a school three
months of the
year.

Sixth.—To repeal or modify their proceedings from time to time; provided the board of trustees may have power, and it shall be their duty, to levy a tax sufficient to support a school three months in the year without a vote of the district, and it shall be their duty to provide such school; and the legal voters may vote to have a school any length of time more than three months; *Provided*, The legal voters of any school district containing less than ten voters, when lawfully assembled, not less than three being present, have power, by a majority of the votes of those present, to do and perform all the acts mentioned in the several subdivisions of this section, except that such meeting shall not vote a tax to exceed in amount one hundred dollars in any one year.

GENERAL LAWS.

SEC. 35. The trustees or board of education of any school district in this state, are hereby authorized and fully empowered to issue the orders or the bonds of their respective districts, with coupons, in such amounts and at such periods as they may be directed, by a vote of two-thirds of the legal voters present and voting at any legally called meeting of the same; said orders or bonds to be payable in such amounts and at such times, not exceeding ten years, as the legal voters thereof at such meeting shall determine, with interest not to exceed twelve per cent. per annum, payable annually, which orders or bonds and coupons shall be signed by the director and counter-signed by the clerk of said district, or by the president and clerk of the board of education. *Provided*, That nothing herein contained shall be construed to authorize the issuing of such orders or bonds, unless two-thirds of all the legal voters present and voting shall vote in favor thereof, at an annual or special meeting of the legal voters of said school district.

Trustees may issue bonds when, and on what terms.

SEC. 36. No bonds shall be issued or negotiated under authority of this act by any board of trustees or board of education for less than par value; nor shall such bonds or the proceeds thereof be used or appropriated for any purpose other than the purchase of a site for, and in the erection, completing and furnishing of a school house in and for the district issuing such bonds.

Bonds not to be issued for less than par.

SEC. 37. The board of trustees or board of education of any district issuing such bonds, shall on or before the tenth day of October next, after the date of such bonds, and each and every year thereafter, on or before the tenth day of October, until the payment of such bonds and interest is fully provided for, levy and in due form certify to the auditor of the county or counties in which such district is situated, a tax upon the taxable property of such district equal to the amount of principal and interest maturing next after such levy, and in the discretion of the board such further sum as it shall deem expedient, not exceeding twenty per cent. of such maturing bonds and interest, which taxes shall be paid in money, and shall constitute a fund for the payment of such bonds and the interest thereon.

How interest and principal to be paid.

SEC. 38. All taxes levied, or orders, or bonds issued since February twenty-eighth, eighteen hundred and sixty-

Certain past taxes, bonds and orders legalized. six, and prior to March first, eighteen hundred and sixty-seven, by school districts in this state, for purchasing site for, and the erection, completion and furnishing school houses, are hereby legalized and declared valid.

Levy and collection of school taxes. SEC. 39. All taxes raised by virtue of this title, or for any public school purpose in pursuance of law, shall be levied and collected in like manner, and by the same persons, as county taxes are levied and collected.

Teachers to procure register and keep daily record SEC. 40. Every teacher shall procure a register for his school from the clerk of the district, keep a daily record of attendance and of such other matters as may be required in such register, and receive all persons sent to him between the ages of five and twenty-one years, residing in the district, and such other persons as may attend school under any arrangement with the board of trustees ;

Who may attend school. *Provided,* That the board of education and boards of trustees shall have sole power to admit the attendance of persons over the age of twenty-one years, or non-residents of their districts, upon payment of such rates of tuition as may be determined by the board ; *Provided further,* That admission to any school organized under the provisions of this act, or any special school law of this state, sustained in whole or in part by state school funds, shall be gratuitous to the children of all actual residents in the district wherein such school is taught, between the ages of five and twenty-one years, and to all other persons between the same ages who may be in good faith living in said district, and have not come into the same for the purpose of attending school.

Teachers to be paid now SEC. 41. Any teacher duly qualified and having complied with the provisions of the school laws, and having fulfilled his contract with a district to teach shall be paid out of the first moneys in the district treasury for payment of teachers' wages, before the payment of any claims for teachers' services rendered subsequently ; and no money for teachers' wages in any district treasury shall be applied to any other purpose. And any school district treasurer who shall violate the provisions of this section, shall be personally liable to the teacher who was entitled to such moneys, which may be recovered against such treasurer and his bail in any court having jurisdiction of the action, provided that nothing herein contained shall authorize the treasurer to pay teachers out of any money other than that raised or apportioned for the payment of teachers.

Penalty for treasurers violating this section.

SEC. 42. For the purpose of maintaining public schools, the commissioners of each county shall levy an annual tax of one-fifth of one per cent. on the amount of the assessment made by the assessor for the same year, which tax so levied shall be extended upon the assessment rolls of the year by the county auditor, in a separate column, and this shall be collected in the same manner and by the same person as other county taxes are collected, except that the school tax shall be collected in gold and silver, or United States national currency, and the money so collected shall be paid into the county treasury for the support of public schools, to be apportioned as provided in this title. As a further provision for the support of schools, there shall be set apart by the county treasurer of each county the proceeds of all fines for the breach of any penal law in this state not otherwise appropriated by law, and all moneys arising from the issuing of liquor licenses, and from unclaimed moneys arising from the sale of estrays as provided for by amendment to section twelve, chapter nineteen, of the general statutes. And the county auditor shall open an account with each district in his county, and keep an accurate account of all moneys received by or due to each of said districts, and all such matters as are necessary to show the condition of accounts between each of said districts and the county treasury; and for this purpose he shall examine any or all of the books in the office of the county treasurer.

SEC. 43. Nothing herein in changing the title, condition or relation of existing school district property, shall affect or prejudice any right of such district to enforce by law against the proper parties thereto, any contract, right, obligation or cause of action now existing, or prejudice any right of any party who holds any contract, obligation, right or cause of action, or lien upon any such district or the property thereof.

SEC. 44. If any differences of opinion arise among the officers of the districts, towns, or counties, who are empowered to carry out the provisions of this title relative to the legal construction of the same, the attorney general, on the written application of the superintendent of public instruction, submitting such questions of doubt or difference, shall give his legal opinion in writing to such superintendent on the points thus submitted; and his opinion thus given, shall be binding until annulled by the

of the county tax
for maintaining
schools.

Other county re-
sources of public
schools.

County auditor to
keep account of
school districts
with county trea-
surer.

Nothing in statute
to affect any
right.

Opinion of attor-
ney general, when
and how obtained

judgment or decree of a court of competent jurisdiction.

Of district library
SEC. 45. When a district has a library, the board of trustees or board of education may appoint a librarian, and make all needful rules for its circulation, preservation and increase.

Of official reports in places having special school systems.
SEC. 46. Each of the incorporated towns and cities in this state having by their several charters a common or special school system, shall, by its clerk or some proper officer thereof, make to the school superintendent of their proper county a report of the enumeration of scholars and other matters by this title made necessary to be reported the same as is required of other school districts, and shall be entitled to apportionments of public school funds, to be apportioned and drawn substantially as provided by law.

PENALTIES.

Penalty for refusing child admission to public school without good cause.
SEC. 47. If any child of suitable age is denied admission to, or any scholar suspended or expelled without sufficient cause, or on account of color, social position or nationality, from any public school, the board by whose direction the offense was committed, shall forfeit and pay a fine of fifty dollars for each offense; and nothing herein or in any act amendatory thereof shall be so construed as to authorize any school trustees, board of education, or other school officer or authorities to classify the scholars with reference to color, social position or nationality, or to set apart the children so classified into separate schools without their consent and the consent of the parents or guardians of such children. And no town, city or school district which shall offend in this respect, or in which any child of suitable age shall be refused admission to any school in the proper locality or ward on account of color, social position or nationality, shall be entitled to any portion of the school funds of this state. And it shall be the duty of the state superintendent of public instruction in making apportionments of school funds in all cases when satisfied of the commission of such offense, by complaint of the aggrieved party or otherwise, to withhold from the county wherein the offense was committed an amount of such school funds proportionate to the school population of the town or city committing such offense; and it shall be the duty of the

auditor of such county to withhold all said state school funds from the city or town in which such offense was committed.

SEC. 48. Every person duly elected to and accepting the office of director, treasurer or clerk of any school district or member of board of education who shall neglect or refuse to enter upon the duties of his office, and serve therein faithfully, shall forfeit the sum of ten dollars to the use of said district, which may be collected by action before any justice of the peace in the county, to be prosecuted by the director of the district, or by any legal voter therein.

SEC. 49. Any failure on the part of a clerk of a school district to make report to the county superintendent, as provided by law, shall be punishable by a fine not to exceed fifty dollars for the use of the district.

SEC. 50. Any school district clerk who shall draw an order upon the district treasurer, directing the public school funds from their legitimate channel, shall be held personally responsible for twice the amount of such order.

SEC. 51. Any school district clerk who shall neglect to keep the books and records of the office in the manner prescribed by law, or shall refuse to deliver up the books and papers belonging to his office as clerk, to his successor in office shall be liable to a fine of ten dollars for each offense.

SEC. 52. If any county superintendent of schools shall fail to make and report to the auditor of his county on the day before the last Wednesday in October in each year, an abstract of the annual reports of the several district clerks in his county, showing in tabular form the number of persons between five and twenty-one years of age residing in the several districts, on the last day of September previous, and the number of months of school taught in each district by a legally qualified teacher, as shown by the annual reports of school district clerks, legally made to him, for the school year ending September thirtieth, last past; and to make his statistical and written report to the state superintendent of public instruction on or before the first day of November in each year, embracing the several items included in section twenty-three, he shall be deemed guilty of a misdemeanor, and he shall forfeit for every such omission the sum of fifty dollars, to be deducted from his salary by the county commissioners.

Penalty for refusing to serve as district officer, when elected.

Penalty for clerk neglecting the report to Co. Sept.

Penalty for clerk drawing orders wrongfully.

Penalty for clerk neglecting to keep books required by law.

Penalty for county superintendent failing to make abstract of reports of district clerks.

SEC. 53. It is hereby made the duty of any and every officer to whom reports are by law required to be made in relation to schools and school districts, in case any officer shall have failed to make any report required by law, within the time fixed by law for making such report, and for which failure a penalty is prescribed, to give in writing immediate notice to the delinquent and to the county attorney of the proper county of such failure.

Who to give Co. attorney notice of such failure.

SEC. 54. It shall be the duty of the county attorney, on receipt of the notice mentioned in the preceding section, to institute legal proceedings to collect with proper costs the prescribed penalty in the name and for the use of the proper county or district.

Duty of the county attorney in cases of such neglect.

Teachers and school officers must not be interested in sale of school books or furniture.

SEC. 55. No teacher, state, county, township, or district school officer shall be interested in the sale, proceeds or profits of any book apparatus or furniture used or to be used in any school in this state, with which such officer or teacher may be connected; *Provided*, That no person interested in any manner, directly or indirectly in, the sale or manufacture of school books, apparatus or furniture, shall hold any office in any school district or board of education in any incorporated city, village or town, nor shall any such person be eligible to or remain a member of any school district board or board of education.

Penalty for receiving compensation for sale of school books.

SEC. 56. Any such teacher or officer who shall receive any commission or compensation, either directly or indirectly, for the sale of any book, apparatus or furniture, used or to be used in any school in this state, upon conviction thereof, by complaint before a justice of the peace, shall be fined not less than fifty nor more than two hundred dollars for each such offense.

Duty of county attorney in cases of violation of statute.

SEC. 57. Whenever any school officer shall violate any of the provisions of the school law, to which a penalty is attached, it shall be the duty of the county attorney of the proper county upon complaint of the county superintendent or other person interested in having the law administered, to institute legal proceedings to collect with proper costs the prescribed penalties, in the name and for the use of the proper county or district.

TITLE II.

COUNTY SUPERINTENDENTS.

SEC. 58. The county commissioners of each and every

county of the state, excepting the counties of Todd, Wadena, Otter Tail, Clay, Becker, Wilkin, Traverse, Polk, Pembina and Beltrami, shall, at the January session of the board in the year one thousand eight hundred and seventy-four, and biennially thereafter, appoint a fitting person of high moral character and literary attainments, and who holds a first grade certificate from the state superintendent of public instruction, or the president of the state university, as county superintendent of schools, who shall enter upon the discharge of his duties upon the first Tuesday of April next after his appointment, and hold his office for two years, and until his successor is appointed and qualified. *Provided*, That if they fail to make the appointment at the January session they may make it at a subsequent session.

SEC. 59. A vacancy occurring in the office of county superintendent of schools by death, resignation or otherwise, shall be filled by the county commissioners at the next special or general session of the board of commissioners after such vacancy happens, and such appointee shall hold his office for the balance of the unexpired term.

SEC. 60. The compensation of the county superintendent of schools shall be fixed by the county board of commissioners, and paid in the same manner as the salaries of other county officers are paid. *Provided*, That the said compensation shall be not less than at the rate of ten dollars for each organized district in any county, except the number of such districts shall exceed one hundred, in which case the compensation shall be not less than one thousand dollars nor more than twelve hundred and fifty dollars per annum; *Provided*, That the county superintendent shall on the first day of July, October, January and April in each year, file with the county auditor a statement of the number of schools he has visited during the preceding quarter, which statement shall contain the number of the district, the date of visitation, and shall be verified by the oath or affirmation of such superintendent.

SEC. 61. The county superintendent of schools may be removed from office by the board of county commissioners upon satisfactory evidence of incompetency or willful neglect of duty. *Provided*, That no removal shall be valid unless the person so removed has had at least twenty days' notice of the charges brought against him,

County commissioners shall appoint a county superintendent when.

Vacancies filled now.

Compensation of county superintendent.

His removal from office.

and opportunity to be heard in his own defense. *And, provided further,* That the superintendent and the person or persons preferring the charges, or either of them, shall have the right of appeal to the superintendent of public instruction at any time for fifteen days after the decision of the county commissioners.

SEC. 62. The county superintendent of schools shall examine and license teachers, and annul certificates on proper cause shown; visit and instruct the schools of his county at least once in each term, and give such advice to the teachers as may be requisite and necessary; he shall organize and conduct at least one institute for the instruction of teachers in each year, if he deems the same necessary; encourage teachers' association; introduce to the notice of teachers and the people the best modes of instruction, the most approved plans of building and ventilating school houses, and ornamenting and adapting school grounds for the cultivation of the taste and the healthful exercise of the children; stimulate school officers to the prompt and proper discharge of their duties; receive the reports of the several school district clerks, and transmit an abstract of the same to the state superintendent, adding thereto a report of the condition and prospects of the schools under his charge, together with such other information and suggestions as he deems expedient to communicate. To insure accuracy and uniformity in such reports, he may annually, at a suitable time and place, call a convention of the district clerks in his county, to continue one day in session, considering methods of obtaining or reporting statistics, and discussing other matters involving such educational topics and interests as may come within the sphere of district and county school officers.

SEC. 63. Each county superintendent of schools shall hold, each spring and fall, in and for his county, at least three meetings for the examination and licensing of teachers, one of which shall be held at the county seat, of which meeting at least ten days' notice shall be given by publication in the newspapers in the county, and the posting of such notices, and in such public places as may be deemed necessary by the county superintendent, and the expense of such publication shall be paid by the county. The examinations thus held shall be public, and be conducted by written and oral questions and answers. They shall be uniform in the county in which they are

*Powers and duties
of county super-
intendents.*

*Of the examina-
tion of teachers.*

held, and no certificate of qualification shall be given by any county superintendent except upon his own personal examination, held in accordance with the provisions of this section. *Provided*, That any teacher may be examined by the county superintendent at any time other than as above specified, on proof that such teacher was unable to be present at the public examination above provided for, and on payment to the county superintendent of fifty cents for making such examination.

SEC. 64. The county superintendent shall examine any person proposing to teach a common school in the county, in orthography, reading in English, penmanship, arithmetic, grammar, modern geography, and the history of the United States, and if he is satisfied that such person is of good moral character, and qualified to teach in all the aforesaid branches, he shall give such a person a certificate, the grade of which shall be determined by the examination. County superintendents are authorized to issue three grades of certificates, viz. : first grade, valid in the county for two years; second grade, valid in the county for one year; third grade, valid in a given district only, for six months. The county superintendent may renew such certificate at its expiration by endorsement thereon.

Examinations shall embrace what—grade of certificates.

Provided, That all applicants for first grade certificates shall be examined in elementary algebra, elementary plain geometry, physical geography, physiology, and the theory and practice of teaching, in addition to the other branches prescribed in this section.

SEC. 65. Each county superintendent shall keep a record of all examinations of teachers by him in a book provided for that purpose, and of all the candidates to whom he grants certificates, noting the date of examination, the name, sex and age of each candidate, and the grade of the certificate granted, a transcript of which record shall be included in the annual report to the state superintendent.

Record of examinations to be kept

SEC. 66. County superintendents, when requested so to do by the examiners of an independent school district, may examine persons to teach in such districts, and his certificate in the form prescribed by the law authorizing the organization of such districts, when countersigned by the board of examiners of the district, shall be valid as the act of such examiners.

of examinations for independent school districts.

SEC. 67. The county superintendent may cite to re-

Of re-examination of teachers.

examination any person holding a license and under a contract to teach any common school in the county, and being satisfied upon such re-examination or otherwise, that such person is not of good moral character, or has not sufficient learning and ability to teach a common school, or if such person shall refuse or neglect to attend upon such re-examination, the superintendent shall revoke the license held by such person, filing in the office of the district clerk a statement that he has made such revocation, and shall deliver a copy thereof to the person whose license is revoked, and such revocation shall take effect and be in force from and after the filing of such statement as aforesaid, and the teacher's contract with the district shall become void therefrom; *Provided, however,* That the wages of the teacher for the time taught and at the contract price or rate shall be paid on or before the time at which it would have been due had the contract been continued in force.

Of blanks and circulars.

SEC. 68. The county superintendent shall receive from the state superintendent and forward to the several clerks of districts such blanks, reports and circulars as shall be forwarded to him for that purpose, and shall be guided generally in the discharge of his duty by the rules laid down by the state superintendent.

Report to state superintendent—
what to contain.

SEC. 69. On or before the first day of November in each year, the county superintendent shall report to the state superintendent, on blanks furnished by him, an abstract of the reports of the clerks of the several districts in his county, stating:

First.—The number of districts in his county.

Second.—The districts which have made report to him.

Third.—The length of time a school has been taught in each district by an authorized teacher.

Fourth.—The amount of money received from each source for the use of schools.

Fifth.—The amount disbursed to each district and the amount on hand.

Sixth.—The number of persons in each district between the ages of five and twenty-one years, distinguishing between the males and females, and the number that have attended school during the year; and the number between fifteen and twenty-one years of age.

Seventh.—The amount of money raised in the district and paid for teachers' wages in addition to the public money paid therefor; the amount of money raised for

purchasing school sites, for building, hiring, purchasing, repairing, insuring, and ornamenting school houses and grounds since the date of his report.

Eighth.—The number of private schools, high schools, colleges and universities in his county, their condition and resources, and the number of teachers and pupils therein. He shall also receive from the state superintendent and forward to the several clerks of school districts such blanks, reports and circulars as are forwarded to him for that purpose.

SEC. 70. It shall be the duty of the county superintendent of schools on the day before the last Wednesday of October in each year, to file with the county auditor an abstract of the number of persons in each school district in his county between the ages of five and twenty-one years, which number shall be made the basis for the apportionment of the school money for that school year, and also of the number of months of school taught in each district by a legally qualified teacher as shown by the annual report of school district clerks legally made to him for the school year ending September thirtieth, last past.

County superintendent to file with county auditor abstract of reports of district clerks.

SEC. 71. Any county superintendent of common schools may appoint a deputy superintendent, who shall have all the power and privileges with which the superintendent is now vested, and shall have the same qualifications of the superintendent proper; *Provided*, That no such deputy, or deputies, shall serve in any county more than sixty days in one year.

May appoint a deputy.

SEC. 72. The salary of the deputy superintendents shall be paid by the county superintendent of schools, by whom he shall be appointed, subject to the approval of the county commissioners of the county in which said superintendent is an officer.

And shall pay his salary.

SEC. 73. Any district clerk desiring to receive a copy of the Minnesota Teacher and Journal of Education at the expense of his district, may in writing direct the superintendent of schools for his county to order such copy to be sent to him, and for that purpose shall give his post office address. The superintendent shall thereupon order the publisher of said journal to send a copy of it to such address, which shall be preserved by the clerk and transmitted to his successor in office as the property of the district.

Minnesota Teacher—how district clerks may obtain it.

SEC. 74. When the first number of said journal has been forwarded to the school district clerks on such sub-

When and how it is provided in the preceding section, it shall be
shall be paid for. the duty of the superintendent of schools in each county
to file with the county auditor a certificate of the number
of copies so transmitted to the clerks of his county, and
thereupon it shall be the duty of the county auditor to
draw an order on the treasurer of said county in favor of
said publisher to be paid out of the proceeds of the two
mill tax fund belonging to said districts, the amount due
as ascertained by the aforesaid certificate of the super-
intendent of schools, and not exceeding one dollar and
fifty cents for each yearly subscription therefor.

What the Teacher shall publish free. SEC. 75. The Minnesota Teacher and Journal of Education shall publish free of charge such orders, decisions, circulars, all amendments to the school laws and other official communications relating to education, as the superintendent of public instruction may direct.

Conditions of publication. SEC. 76. It shall be the duty of the superintendent of public instruction to examine and approve each issue of said journal before it is issued, and to require from the publisher of the Teacher a good and sufficient bond that he will publish and distribute the same according to the terms and conditions of the subscription and payment therefor.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

State superintendent—how appointed—term of office. SEC. 77. The superintendent of public instruction shall be appointed by the governor, by and with the advice and consent of the senate, and shall hold his office for the term of two years, commencing on the first Tuesday in April following such appointment; and before entering upon the duties of his office, he shall take and subscribe an oath or make affirmation, that he will support the constitution of the United States and of the state of Minnesota, and discharge the duties of his office faithfully, and to the best of his ability, which oath or affirmation shall be filed in the office of the secretary of state.

Official oath. SEC. 78. An office shall be provided for him at the seat of government, in which he shall file all papers, reports, and public documents transmitted to him by county superintendents, county auditors, and from other sources; and he shall keep a fair record of all matters pertaining to his office.

Shall have an office at the capital and keep record of matters of his office. SEC. 79. He shall receive annually a salary of twenty-five hundred dollars, and also all necessary contingent

expenses for traveling, postage and stationery, pertaining to his office, to be audited and paid as the salaries and contingent expenses of other state officers; *Provided*, That his contingent expenses for these purposes shall not exceed the sum of five hundred dollars in any one year. He shall be allowed and shall keep a clerk in his office, who shall receive a salary of twelve hundred dollars per annum.

SEC. 80. It shall be the duty of the state superintendent to meet the county superintendents of each judicial district, or two or more districts combined, if he shall deem it more conducive to the interests of education, at such time and place as he shall appoint, giving due notice of such meeting, the object of which shall be to accumulate valuable facts relative to schools, to compare views, discuss principles, and in general to listen to all communications and suggestions, and enter into all discussions relative to the compensation of teachers, their qualifications, branches taught, methods of instruction, text-books, district libraries, apparatus, teachers' institutes, visitation of schools, and other matters embraced in the public school system.

Duty of state superintendent in meeting county superintendent of judicial districts.

SEC. 81. The superintendent of public instruction shall annually hold in the sparsely settled counties, as many state teachers' institutes as he shall find practicable, each to continue in session one week at least. He shall give due notice thereof to all teachers and persons proposing to become such and invite their attendance. He shall attend and have charge of each institute; invite the aid and co-operation of the superintendent of schools for the county; employ suitable instructors and lecturers to give instruction and addresses; to aid the teachers in qualifying themselves for a more successful discharge of their duties; *Provided*, That the average expense of such institutes shall not exceed one hundred dollars. He shall annually, in so many and such thickly settled localities as he may deem advisable, organize, and, with the aid of others selected by himself, conduct normal training schools for the benefit of teachers who desire such training, but are unable to attend a full course at the state normal schools. Such schools shall be without charge for attendance and entirely practical; their object being to teach normal methods of teaching and conducting schools, particularly common schools. They shall continue at least four and not more than six weeks at each place, and the

Duty of state superintendent regarding teachers' institutes.

And normal training schools.

average cost of them shall not exceed one hundred dollars for each week of the sessions. *Provided*, That during the time of holding a teachers' institute in any county of this state, it is hereby made the duty of all teachers and persons desiring a teacher's certificate to attend such institute, or present to the county superintendent satisfactory reasons for not so attending before receiving such certificate, and any school that may be in session in such county shall be closed, if the teacher shall request it, for the purpose of attending such institute, but the district shall not be liable for the wages of such teacher while such schools are closed.

Teachers' attendance.

SEC. 82. To defray the expenses of institutes and normal training schools provided for in section eighty-one, three thousand dollars are hereby annually appropriated, to be expended by the superintendent of public instruction as follows, viz.: to defray the expenses of such state institutes one thousand dollars, and to defray the expense of such normal training schools two thousand dollars. The state superintendent shall render an account of his disbursement of such funds to the state auditor, to be examined and audited by him.

Appropriation for institutes.

SEC. 83. A second institute shall not be held in any county under the provisions of this act, till a session has been held in every county of the state where the number of teachers or the interests of the schools in the judgment of the superintendent shall demand it.

How often institutes may be held.

APPORTIONMENT OF STATE SCHOOL FUND BY SUPERINTENDENT.

Duty of state superintendent to apportion the school fund.

SEC. 84. The state superintendent of public instruction shall make an apportionment of the available current school funds in the state treasury among the several counties of this state on the first Monday in March, and the first Monday of October of each year, in proportion to the number of persons between the ages of five and twenty-one years residing therein on the last day of September of the previous year, and transmit a statement thereof to the county auditor of each county; *Provided*, That persons of school age enumerated in districts organized within the year preceding, shall be included in the number upon which the county, within which such district is situated, is entitled to apportionment.

SEC. 85. It shall be the duty of the state superintend-

ent of public instruction, when he shall make a semi-annual apportionment of the current school funds of the state, forthwith to transmit to the state auditor a certified copy of such apportionment.

To transmit to state auditor a copy of apportionment.

SEC. 86. It shall be the duty of the state auditor, when he shall receive a certified copy of any semi-annual apportionment, as provided in this act, forthwith to draw a warrant on the state treasurer payable to the order of the treasurer of each county named in the said copy of the apportionment, for the amount apportioned to such county, and transmit the same to the county treasurer.

State auditor must draw warrants for the amount apportioned to each county.

SEC. 87. There is hereby annually appropriated of the moneys in the state treasury, belonging to the general school fund, a sum equal to the amount of the current school funds due the common schools of the state, and agreeably to law apportioned among the several counties by the state superintendent of public instruction.

Appropriation of an equal amount.

SEC. 88. The state superintendent of public instruction shall prepare and distribute through the county superintendents, proper school registers for teachers and blanks to the clerks of districts for their reports to the county superintendents, and also blanks for the county superintendents and county auditors, upon which to report to the state superintendent; and he is hereby authorized to procure such registers and blanks from the state printer. Providing the cost of such registers shall not exceed twenty cents each.

State superintendent to prepare and distribute registers and blanks.

STATE CERTIFICATES.

SEC. 89. The state superintendent of public instruction is hereby authorized to grant and issue state certificates of eminent qualifications as teachers, to such persons as may be found worthy to receive the same upon due examination by himself, or by a committee of practical teachers of eminent scholarship, appointed by him for that purpose, and who shall exhibit satisfactory evidence of practical experience and success in teaching.

State sup't may grant state certificates.

SEC. 90. State certificates shall supersede the necessity of any and all other examinations, and shall be valid in any county and school district in the state for the period of seven years; but a state certificate may be cancelled by the state superintendent, upon proof of immoral or unprofessional conduct.

Force of state certificates.

UNIFORMITY IN TEXT BOOKS.

Commissioners to recommend text books. SEC. 91. The superintendent of public instruction, the president of the university of Minnesota, and the secretary of state, shall constitute a board of commissioners, whose duty it shall be to recommend the text-books to be used in the common schools of this state. *Provided*, That said commissioners shall not recommend any change in the series of text-books now in use, within three years from the passage of this act; *Provided further*, That said text-books now in use shall be furnished and sold to all persons at a price thirty per cent. less than the present lowest retail prices, as appears by published catalogue thereof, now in circulation in this state.

School registers to contain the list SEC. 92. It shall be the duty of the superintendent of public instruction to insert in the blank school register the books recommended in accordance with the provisions of this act.

Place of meeting. SEC. 93. Said board of commissioners shall hold their session at St. Paul, in the office of the superintendent of public instruction. The members of said board shall receive no compensation for their services, except that the traveling expenses of the president of the university of Minnesota to and from St. Paul and St. Anthony shall be paid out of the state treasury.

STATE SUPERINTENDENT'S REPORT.

State Superintendent's report, to contain what. SEC. 94. The state superintendent shall prepare on or before the fifth day of December, and submit to the legislature in each year, a report containing:

First.—An abstract for the common school reports received by him from the several county superintendents showing the number of organized school districts in the state, the number of schools taught, the number of persons between [the ages of] five and twenty-one years, distinguishing between males and females, the number between fifteen and twenty-one years of age, and the whole number taught in the public schools.

Second.—A statement of the condition of public schools and of all other institutions of learning in the state that may report to him.

Third.—The amount of school moneys collected and expended each year from all sources, specifying the amounts from each source respectively.

Fourth.—All matters relating to his office, the public schools of the state, and the school fund, the number and character of teachers, and whatever he may deem expedient to communicate.

TITLE III.

INDEPENDENT SCHOOL DISTRICTS.

SEC. 95. Any city, town, village, township or school district, now or hereafter organized, may be organized into and established as an independent school district, in the manner and with the powers hereinafter specified. *Provided*, That this title shall not apply to any township or school district containing less than five hundred inhabitants, unless said school district consists in whole or in part of an incorporated city, town or village; *Provided further*, That the provisions of this title shall not apply to any city, town or village, or any part thereof, which has now any special law regulating its schools.

Independent school districts.

SEC. 96. In order to such organization written notices shall be posted in three of the most public places in the contemplated district, signed by at least six resident free-holders of the same, requesting the qualified electors in said district to assemble upon a day and at some suitable place in said district, to be named in said notices, then and there to vote by ballot for or against the adoption of this title, which notices shall be so posted at least ten days next prior to said meeting.

Organization—notice of vote thereon.

SEC. 97. The electors assembled at said time and place shall proceed to appoint a chairman, assistant chairman and clerk, who shall be judges of said election. The electors in favor of the adoption of this title for said district shall write upon their ballots, "Independent district, yes!" and those opposed thereto, "Independent district, no!" the adoption or rejection of this title to be determined by a majority of votes cast in manner aforesaid.

Election—form of ballot,—result how determined.

SEC. 98. In case a majority of votes are cast for said law, the electors of said district shall assemble at the place last aforesaid, within twenty days thereafter, of which at least ten days' previous notice shall be given by said chairman and clerk in the manner aforesaid, and shall then and there choose by ballot six directors of the public schools of said district, two of whom shall serve

Directors—how chosen—term of office.

for one year, two for two years, and two for three years; the time that each shall serve to be designated on the ballot, and annually thereafter, on the first Saturday in October, there shall be chosen in the same manner two directors, each of whom shall serve for three years and until their successors are elected and qualified. The persons so elected shall within five days after their election file in the office of the clerk of said district their several oaths as required by law.

Powers and duties of directors.

SEC. 99. Said directors and their successors in office shall be a body corporate by the name of "the board of education of _____," (the name of the city, town, village or township) and as such and by such name shall have perpetual succession, and shall receive all moneys and other property belonging or accruing to said district, or to said city, town, village or township, or any part of the same, for the use or benefit of the public schools therein, and succeed to all the rights and be subject to all liabilities of the same, and the said board shall be capable of contracting and being contracted with, suing and being sued, and shall also be capable of receiving any gift, grant, bequest or devise made for the use of the public schools in said city, town, village, township or district, under any law of this state for the use of the public schools therein, shall be paid to the treasurer of said board of education.

Board of education shall organize—how.

SEC. 100. Said board shall, within ten days of their election as aforesaid, and annually thereafter, on the third Saturday in October, meet and organize by choosing a president, clerk and treasurer, who shall hold their offices as such for one year, and until their successors are elected and qualified. *Provided*, That the current term of office of the several directors, the president, treasurer and clerk of such district, is hereby extended and continued until the twelfth day of October, eighteen hundred and seventy-three, or any other year within which their respective terms of office may expire. The board of education may also elect by ballot, a superintendent, who shall hold his office during the pleasure of the board, and shall receive such compensation as shall be fixed by the board. The superintendent shall be ex-officio member of the board, but not entitled to vote therein. The board may, for satisfactory reasons, remove any member or officer of the board and fill the vacancy. *Provided*, That no member shall be removed except by a concurrent vote of at least four members of the board, and at a meeting

of the time, place and object of which he was duly notified.

SEC. 101. No other member of said board shall receive any compensation for his services, except the clerk and treasurer, whose compensation shall be fixed by the board. Compensation of clerk and treasurer.

SEC. 102. Four members of said board shall constitute a quorum for the transaction of business at any meeting. Quorum.

SEC. 103. In case of vacancy, the board of education shall have power to fill the same by appointment until the next annual district election, when the electors of said district may choose a suitable person to fill the remainder of such term. *Provided*, The clerk of said board shall give notice of such vacancy as required in other cases. Vacancy, how filled.

SEC. 104. The superintendent shall visit the schools of the district and report their condition to the board as often as they prescribe; he shall superintend the grading of the schools, and examinations for promotion, and shall perform such other duties as the board prescribe.

SEC. 105. The president and clerk shall file in the office of the clerk of the district their written acceptance of office as such. The president shall preside at all meetings of the board and district, (except that a president pro tempore may be chosen in his absence,) shall sign all orders drawn upon the treasurer for moneys voted to be paid by said board, and perform such other duties as the board prescribe. Oath of office—duties of president.

SEC. 106. The clerk shall act as clerk of the district as well as of the board, (except that in his absence, inability or refusal to act, a clerk pro tempore may be chosen,) shall keep a record of the proceedings of all district meetings as well as [of] the meetings of the board, and of all reports made by him to the county auditor and county superintendent, and shall keep an account of the expenses of said district, and a correct and full list of the property of said district; shall furnish to the county auditor on or before the tenth day of October in each year, an attested copy of his record, stating the amount of money voted to be raised by the district for school purposes at any annual or special meeting, or by the board of education; he shall give due notice of all the meetings of the district, shall, upon the order of the board, draw and sign orders upon the treasurer of the district for the payment of money, stating in every such order the consideration for which it was drawn, and

Shall make report—showing.

the name of the person rendering such consideration, and the particular fund upon which it was drawn, and shall take a receipt for every such order from the person to whom the same is delivered, and preserve the same; he shall keep all records, books and papers belonging to his office, and deliver the same to his successor. He shall on or before the tenth day of October in each year, make and transmit to the county superintendent a report in writing, showing:

First.—The names of all persons, male and female respectively, residing in the district on the last day of September preceding the date of his report, between the ages of five and twenty-one years; and the number between the ages of fifteen and twenty-one years.

Second.—The number of those who have attended school within the year.

Third.—The length of time schools have been taught by qualified teachers, and the amount of wages paid such teachers.

Fourth.—The amount of money received from the county treasurer, apportioned by the county auditor.

Fifth.—The amount of money received from taxes voted to be raised by the district, the purposes for which they were raised, the manner in which said amount has been expended, the condition of the school-houses and grounds, the kinds of books used, and such other facts as the state superintendent may require, which report shall be verified before some competent officer. Any failure on the part of such clerk to make report to the county auditor and county superintendent, as provided herein, is a misdemeanor, punishable by a fine not exceeding five hundred dollars, for the use of the district. Said clerk shall furnish to each teacher, before the commencement of any school, and as often thereafter as may be deemed necessary, a school register. Said clerk shall perform such other duties as may be designated by the board.

Records of the board—effect as evidence.

SEC. 107. The records of said board, signed by the president, or a transcript thereof, or any part thereof, and all papers belonging to the office, or a transcript thereof, certified by the clerk, shall be *prima facie* evidence of the facts therein stated, and all records, books and papers belonging to said board, shall be subject to the inspection of any legal voter of said district.

SEC. 108. The treasurer, before entering upon the duties of his office, shall execute a bond to the board of

education in double the amount of money, as near as can be ascertained, which will come into his hands as treasurer during the year, with not less than two sureties to be approved by said board and conditioned for the faithful discharge of his duties as treasurer. Said bond shall be filed with the clerk of the board, and in case of any breach in the conditions thereof, the board shall cause an action to be commenced thereon in the name of the board of education, and the money recovered shall be applied to the use of the district. Said board may require such treasurer to give additional security from time to time. Said treasurer shall receive, and upon the order of the board, signed by the clerk and president, pay out all moneys belonging to the district, paying each order only out of the particular fund upon which it is drawn, and shall keep an accurate and detailed and separate account of each fund coming into his hands, in a book or books provided for that purpose. Said treasurer shall, within three days preceding the annual meeting in each year, file with the clerk of the board a report in writing, signed by him, and containing a statement of all the moneys received by him during the year preceding, and of all his disbursements. Said report shall be examined by the board before which the treasurer shall exhibit his vouchers before the annual meeting of the district, and be approved or disapproved by resolution, entered upon the records of said board. Said treasurer shall make such reports of the business of his office as may be called for by the board at any time. He shall keep all records, books and papers belonging to his office and deliver the same to his successor in office upon demand. He shall pay to his successor in office, upon demand, after such successor has given bonds as hereinbefore prescribed, all money in his hands belonging to said district, and perform such other duties as may be ordered by the board.

SEC. 109. Said board may hold stated meetings at such times and places in said district as they may appoint. Special meetings thereof may be called by the president, or by any two members, on giving one day's notice of the time and place of the same, and said board, by resolution, shall direct the payment of all moneys that shall be paid out of the treasury, and no money shall be paid except in pursuance of such resolution, and on the written order of the clerk, countersigned by the president.

SEC. 110. Whenever said board deems it necessary to

Treasurer to give bond.

Duties of the treasurer.

Board meetings, when and where held.

Meetings to consider the purchase of school house or site for same.

purchase or erect a school-house or school houses for said district, or to purchase sites for the same, they shall call a meeting of the legal voters of the district, by giving ten days' notice of the time and place, and object of said meeting, in some newspaper printed and in general circulation in said district, if any, and if there is no such newspaper, then by posting notices thereof in five or more of the most public places in said district, and said meeting may determine by a majority vote upon the erection of a school-house or school-houses, and the purchase of a site or sites therefor, and the amount of money to be raised for the purpose aforesaid.

SEC. 111. The amount of money so voted shall be thereupon certified by the chairman and secretary of the board of education to the auditor of the county, and shall be levied on the taxable property of said district; *Provided*, That no tax shall be levied in any one year exceeding eight mills on the dollar, for the purpose of building a school-house, or school-houses, or procuring sites therefor.

Money voted for school houses collected by tax.

Powers and duties of board of education.

SEC. 112. The board of education shall have power, and it shall be their duty:—

First.—To establish and organize such grades of schools, alter and discontinue the same in said district, as they may deem expedient.

Second.—To provide necessary rooms or buildings for school-houses, and grounds about the same.

Third.—When authorized by a vote of the district, to purchase or erect one or more school-houses, and purchase sites for the same.

Fourth.—To purchase, sell and exchange school apparatus, furniture, stoves and other appendages for school-houses, and to furnish fuel for the same.

Fifth.—To take care of the property of the district, and procure insurance, and make ordinary repairs upon the same, or any part thereof, when deemed expedient.

Sixth.—To contract with, employ, and pay teachers who have received certificates as provided herein, and to discharge the same.

Seventh.—To defray the necessary expenses of the board, pay the compensation of the clerk, treasurer and superintendent, and for such printing, record books, stationery, and other incidental matters as may be deemed proper.

Eighth.—To superintend and manage in all respects the

schools of said district, and from time to time to adopt, alter, modify and repeal rules for their organization, government and instruction, for the keeping of registers, for the reception of pupils, resident and non-resident, within the district, their suspension, expulsion and transfer from one school to another; to prescribe text books and a course of study for the schools, and to visit [each of] the schools in the district not less than once in three months.

Ninth.—To make rules and regulations respecting the protection, care and safe-keeping of the property of the district, and to prescribe penalties for the breach thereof, to be recovered as penalties in other cases before a justice of the peace, and to change and repeal the same.

Tenth.—To make, change and repeal rules relating to the organization, government and business of said board, and the duties of its officers.

Eleventh.—To provide for the prompt payment, at maturity, of the principal and interest of any indebtedness of the district, by voting, from time to time, taxes upon the taxable property of said district sufficient to meet the same, making allowance for delinquency in paying any part of such taxes.

Twelfth.—To furnish the board of examiners the necessary blanks for all such grades of such certificates as said board of education may at any time order, which certificates shall severally contain the branches fixed for the several grades of certificates.

Thirteenth.—When authorized by a vote of the district, to make, execute and deliver, for and in behalf of said district, deeds, mortgages, releases and all other instruments relating to the real property thereof.

Sec. 113. Said board of education shall keep said schools in operation not less than twelve nor more than forty-four weeks in each year, determine the amount of the annual tax to be raised for the purpose aforesaid, including all the necessary expense of said schools, except for the erection of school-houses and the purchase of sites; and on or before the tenth day of October of each year make known the amount of such tax to the auditor of the county in which said district is situated, which tax shall be assessed in said district, collected and paid over to the treasurer of said [district, and said] board shall keep an accurate account of their proceedings, and of their receipts and disbursements for school purposes, and at the annual meeting for choosing directors in said districts,

Duties of the
board in main-
taining schools.

make report of such receipts and the source from which the same were derived, and of the disbursements and the objects to which the same were applied; and they shall also make report at the same time of such other matters relating to said schools as they deem the interest of the same to require.

SEC. 114. Said board of education, within twenty days after their election, shall appoint three competent

School examiners appointed. persons, citizens of said district, to serve as school examiners of the public schools therein, one to serve one year, one for two years, and one for three years from the time of their appointment and until their successors are appointed, and annually thereafter said board shall appoint one examiner to serve for three years and until his successor is appointed and qualified: and said board shall fill all vacancies that may occur from death or otherwise. Said examiners, or any two of them, shall examine any

Their powers and duties. persons that may apply for that purpose with the intention of becoming teachers in any of the schools of said district, and if they find the applicant, in their opinion, qualified to teach in any of said schools, and to govern the same, and of good moral character, they shall give said applicant a certificate made on such blanks as may be provided by the board of education, naming the branches in which the holder of said certificate is found qualified to teach, setting opposite each branch the degree of attainment, on a scale of which five shall be the maximum, and no person shall be permitted to teach in said schools without such certificate; *Provided*, That any examination of teachers herein provided for, may, at the request of the board of examiners, be made by the county superintendent [of schools] of the proper county, whose certificate as herein provided for, when countersigned by said board of examiners, shall be valid as their own act. Said examiners may in all cases when two of their number concur, have power to annul such certificate, and when so annulled and reported to the board of education, the person holding the same shall be discharged as teacher. Said examiners shall also, separately or otherwise, together with said board of education or any of them, or such person as they may appoint or invite, visit said schools as often as once in every three months, and observe the discipline, mode of teaching, progress of pupils, and such other matters as they may deem of interest, and make such suggestions and report thereupon to said board

as they may think proper, which report may be published at the discretion of said board, together with their annual report.

SEC. 115. All taxes raised by virtue of this title, shall be levied and collected in the same manner, and by the same officers as county taxes are levied and collected. Taxes how collected.

SEC. 116. Upon and after organization as herein provided, any district so organizing or heretofore so organized, shall be governed by the provisions of this title and the general school laws; *Provided*, That such provisions of titles one and two as are inconsistent with any provisions of this title shall thence forward be inoperative in such district. Laws affecting independent districts.

SEC. 117. This title shall not be repealed or affected by any subsequent act, unless specially mentioned therein. How this title to be repealed.

TITLE IV.

ACTIONS BY OR AGAINST TRUSTEES.

SEC. 118. The trustees of any school district organized in accordance with the provisions of this chapter, may prosecute actions in their official capacity in the following cases: Trustees may prosecute actions in what cases.

First.—On a contract made with them in their official capacity; or,

Second.—To enforce a liability, or a duty enjoined by law in favor of such officers, or the district; or

Third.—To recover a penalty or forfeiture given to such officers or the district; or

Fourth.—To recover damages for an injury to their official rights or property.

SEC. 119. An action may be brought against them in their official capacity, either upon a contract made by such officers in their official capacity, and within the scope of their authority, or for an injury to the rights of the plaintiff, arising from some act or omission of such officers or of the district. The actions authorized by this title, may be brought by or against said trustees, upon a cause of action which accrued during the term of their predecessors, as well as during their own term of office, and when brought may be continued by or against the successors in office of the parties whose names may for that purpose be submitted in the action. Actions against trustees—how brought.

SEC. 120. In legal proceedings against the trustees in

Process—how served.

Judgment against trustees—how collected.

If not paid, copy to be presented to annual meeting.

Amount of judgment levied as tax.

Execution may issue—what property is liable thereon.

Repealing section

their official capacity, all process and papers may be served on any one of them, and the party served shall notify the others of the fact of such service.

SEC. 121. When a judgment is recovered against any trustees in any action prosecuted by or against them in their name of office, no execution shall issue on such judgment, but the same, if for the recovery of money, shall, unless reversed or stayed on appeal, be paid by the treasurer upon demand, and the delivery to him of the certified copy of the docket of the judgment, if there is sufficient money of such district in his hands not otherwise appropriated. If he fails to do so he shall be personally liable for the amount unless the collection thereof is afterwards stayed on appeal.

SEC. 122. If such judgment is not satisfied or proceedings thereon stayed by appeal or otherwise, before the next annual meeting of said school district, a certified copy of the docket of the judgment may be presented to said district at its annual meeting.

SEC. 123. The trustees of the district shall thereupon cause the amount due on the judgment, with interest from the date of its recovery, to be added to the tax of said district, and the same shall be certified to the county auditor and collected as other district taxes are collected.

SEC. 124. If such judgment is not paid within thirty days after the time fixed by law for the county treasurer to pay over the money in his hands, levied for the purpose of paying such judgment next after the rendition thereof, execution may be issued on such judgment, but only the property belonging to said district shall be liable thereon.

SEC. 125. Chapter thirty-six of the general statutes of one thousand eight hundred and sixty-six; chapter twenty-six of the general laws of one thousand eight hundred and sixty-six; chapters one, two, three, four and seven of the general laws of one thousand eight hundred and sixty-seven; chapters four, five, six, seven, eight, nine, ten, eleven, twelve and thirteen, of the general laws of one thousand eight hundred and sixty-eight; chapters one, two, three, four, five and six of the general laws of one thousand eight hundred and sixty-nine; chapters one, two, three, four, five and six of the general laws of one thousand eight hundred and seventy; chapters one, two, three, four, five, six, seven and eight of the general laws of one thousand eight hundred and seventy-one; and

chapters two, three, four, six, seven and nine of the general laws one thousand eight hundred and seventy-two, are hereby repealed.

SEC. 126. This act shall take effect and be in force Act takes effect. from and after its passage.

Approved March 7, 1873.

AN ACT FOR THE REGULATION AND GOVERNMENT OF THE STATE NORMAL SCHOOLS.

Be it enacted by the Legislature of the State of Minnesota:

SECTION 1. The normal schools heretofore established to educate and prepare teachers for the common schools of this state, shall hereafter be designated and known as the state normal school at Winona, the state normal school at Mankato, and the state normal school at St. Cloud, respectively.

SEC. 2. The governor of this state shall, on or before the first Friday in March, one thousand eight hundred and seventy-three, nominate and appoint by and with the advice and consent of the senate, six normal school directors, not more than one of whom shall be residents of the same county, who, together with the state superintendent of public instruction, shall constitute the state normal school board. Three of the directors so appointed shall hold their offices for two years, and the remaining three for four years from the first day of June, one thousand eight hundred and seventy-three. The terms of office of each director so appointed shall be designated by the governor on the last Tuesday in February, one thousand eight hundred and seventy-five, and biennially thereafter, the governor, by and with the advice and consent of the senate, shall appoint three directors to fill the vacancies occurring under the provisions of this act, and each of whom shall hold his office for four years from the first day of June next succeeding his appointment. The governor shall all also, by and

Vacancies filled now. with the advice and consent of the senate, fill all vacancies that may arise by reason of death, resignation or otherwise ; *Provided, further*, That one member of said board, and no more, shall be appointed from each of the counties of Winona, Blue Earth and Stearns.

Officers of the board SEC. 3. The officers of the state normal school board shall be a president and secretary. The members of the board, at their first session and biennially thereafter, shall elect by ballot, from their own number, a president. The state superintendent of public instruction shall be the secretary of the board.

Official oath. SEC. 4. Each member of the state normal school board, before entering upon the duties of his office, shall file with the secretary of state an oath to support the constitution of the United States, and of the state of Minnesota, and that he will well and faithfully discharge the duties of his office.

Powers and duties of the board. SEC. 5. The state normal school board shall have the general supervision, management and control of the state normal schools, and of all the property, real and personal, thereunto appertaining. They are hereby authorized and empowered to contract for the erection of all buildings connected with the schools under their charge, to appoint all professors and teachers in said schools, to fix the salaries of the same, to prescribe the courses of study, the conditions of admission, and generally to adopt all such rules and regulations as may be necessary to secure the highest efficiency of the schools. It shall be the duty of the board as a whole, or through committee of their own number, to visit and thoroughly to inspect the grounds, buildings, modes of instruction, and the discipline and management of each school at least once during each term. They shall report to the governor, on or before the first day of December in each year, through their president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as they may deem proper and necessary.

Must report what SEC. 6. The state normal school board shall have power to organize, in connection with each normal school, such model schools as they may deem expedient for the illustration of the best methods of teaching and government ; *Provided*, That no more than one teacher shall be employed in either of the model schools, except at the school at Winona, where the education of the soldiers'

orphans are provided for, the board may employ one additional teacher at its discretion.

SEC. 7. There shall be no charge for tuition, the use of text books, or for incidental expenses to the students of any normal school, who shall have filed with the principal thereof a declaration of intention to engage in the work of teaching in the common schools of this state, for not less than two years after his or her connection with said school shall cease. The board may fix such rates of tuition for pupils in the model schools as in their judgment may be equitable and just. The board may fix such rates of tuition for students not intending to teach, as in their judgment may be equitable and just.

SEC. 8. The member of the board residing at the location of each normal school, respectively, shall receive and disburse, under the direction of the board, all moneys accruing in any manner to such school, and shall keep a full and accurate account of such receipts and disbursements, including the receipts from tuition in the model schools, and shall report the same to the board whenever they shall so direct. He shall give a bond, payable to the state of Minnesota, in such sum as the board shall direct, with one or more sureties, to be approved by them, for the faithful performance of the duties mentioned in this section.

SEC. 9. The members of the state normal school board, except the superintendent of public instruction, shall be reimbursed for the actual expenses incurred by them while engaged in duty for the normal schools, said expenses to be paid out of the current fund belonging to the several schools.

SEC. 10. All warrants upon the state auditor for defraying the expenses of the state normal schools shall be drawn by the president and countersigned by the secretary of the board.

SEC. 11. Nothing contained in this act shall be so construed as to impair or annul any right or obligation existing in behalf of, or against the state of Minnesota, in relation to the state normal schools at Winona, Mankato, or St. Cloud.

SEC. 12. It is hereby made the duty of the state normal board to limit the number of teachers, and their compensation, and all other annual expenses thereof, to the amount appropriated by the legislature for that purpose, and all expenditures made by said board in excess of the

Normal school
tuition free to
whom.

Rates fixed by
board for whom.

Disturbing direc-
tor for each
school.

Must give bond.

Expenses of
board how paid.

Warrants how
drawn.

Obligations of
state unaffected
by act.

Board must keep
expenses within
the appropriation.

sum so appropriated, and are hereby declared to be unlawful and void, and shall be deemed a malfeasance on the part of said board, for which the members thereof can be removed from office by the governor.

~~Act takes effect.~~ SEC. 13. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Approved March 7, 1873.

EXTRACTS FROM OPINIONS OF ATTORNEYS GENERAL UPON QUESTIONS RELATING TO THE SCHOOL LAWS.

An annual school meeting assembled in a small room, and without electing a moderator, entertained and carried a motion to adjourn to a more capacious room. The question upon the motion was presented and the result announced by the director of the district, who claimed to be ex-officio moderator.

The voters present repaired to the place indicated in the motion to adjourn and participated in the election of a moderator, under whose presidency the meeting proceeded to the election of district officers and the transaction of business. It was held that the irregularities did not vitiate the election of officers or the business acts of the meeting.—*Cornell, Feb. 25, 1873.*

Notices are not essential to the legality of an annual school meeting, but when money is to be raised to build or buy a school house or fix the site thereof, written notices setting forth that such money is proposed to be raised or a site established, must be posted as prescribed in section 22.—*Cole, June 14th and 21st, 1862.*

The organization of a district or the validity of the acts of its officers is not vitiated by neglect of the officers elected to file acceptance of office.—*Cole, Sept. 12, 1862.*

When a new school district is organized is it authorized to exercise corporate powers as soon as it has elected its officers and they have complied with the statute and not before? It is authorized to act immediately upon such election; the provisions requiring the officers to qualify are merely directory, and a school district may do many things before the qualification of its officers. The neglect to take an oath or file a bond will not, unless expressly so declared, vitiate an election or render the act of the officers void.

No time is specified in law in which it [the treasurer's bond] should be filed. I presume it should be done at the same time with the filing of his acceptance. Should he neglect to do this within this time, the director and clerk would, probably, be authorized to declare the office vacant and to fill it by appointment; but, should they neglect to do so, and before any action on their part the treasurer should tender his bond, I think it would be the duty of the clerk to receive it, and in the mean time the former treasurer, under section 7, would be authorized to act.—*Cole, Feb. 24, 1863.*

All persons residing in a district who would be legal voters at a town meeting or general election, are legal voters at school meetings.—*Colville, Aug. 30, 1866.*

A person who is a resident of a district and legally qualified to vote at a town meeting or general election is a legal voter of such district, and hence eligible to hold the office of a trustee therein. Under our constitution, a residence for the purpose of voting is not lost by reason of absence while a student in any seminary of learning.—*Cornell, Dec. 26, 1871.*

While a parent could not for the colorable purpose of evading the law send his children to board in another district for the mere object of attending school, I entertain no doubt that a scholar actually and in good faith domiciled in a family in the district would be entitled to the benefits of the school without regard to the residence of his parents.—*Cole, Feb. 2, 1862.*

School trustees may allow school buildings to be used for religious meetings, lectures and similar purposes when they are not wanted for public schools.—*Judge Waterman and Atty. Cornell.*

The district's current school fund must be used first, to pay all indebtedness for teachers' wages, after which to pay other indebtedness for current expenses, if any. The money raised by tax for any other specific purposes must be devoted to purposes for which they were raised, and cannot be diverted to any other.—*Cornell, May, 1870.*

The reports upon which public funds can be apportioned must be written reports based upon written lists of persons of school age, &c.—*Berry, Oct. 18, 1858.*

Newly formed districts after organization by [election of officers and enumeration and report of scholars, are entitled to share in next apportionment whether they have had three months school within the year or not.—*Cole, 1863.*

Any delay which does not affect the apportionment may be disregarded, but the absence of reports justifies the auditor in leaving districts out of apportionment whose reports are not in.—*Cole, April 10, 1868.*

The report required to be made by each school district clerk, on or before the tenth day of October in each year, (of taxes voted by his district within the year) furnishes to the county auditor the only record upon which he can legally act in extending upon the tax duplicate any tax against such district. Such report can only legally embrace such taxes as

were voted to be raised during the year next preceding the time fixed by law for making the report. Hence, any tax voted after the expiration of such year, can neither be reported by the clerk nor extended by the county auditor upon the tax duplicate for that year.—*Cornell, Nov. 9, 1871.*

For insubordination, immorality or infectious disease, the board of trustees may expel any scholar. It is made the duty of each member of the board at least once each term, to visit the school and give such advice to teacher as may be for the benefit of the school; and they are intrusted with the general charge of the interests of the schools and school houses in their districts, and are specially authorized to employ teachers having the requisite certificate of qualification.

These are the principal provisions bearing upon the question under consideration, and they seem to leave no doubt that with the single exception of the power of expulsion for the causes specified in the statute, the authority of the trustees over the interior management of the schools is solely advisory in its character.

The responsibility for the correct government and discipline of the school as well as the adoption of such methods of teaching as seem best calculated to promote the advancement of the scholars in their several branches of study, rests solely with the teacher.

Of course there ought to be and always will be a mutual interchange of views and a cordial co-operation between the teacher and trustees in all these matters, whenever a proper regard is had to the important interests intrusted to their charge. The law prescribes what studies shall, and what may be taught in our common schools, as well as the text books to be used, and in determining within this limit what particular study any pupil shall pursue, the teacher always ought to consult the wishes of its parent or guardian, and conform to them, so far as practicable, having a due regard to the present attainments and proficiency of the pupil, and the general interests of the school.—*Cornell, Feb. 7, 1872.*

Have school trustees the power to purchase school apparatus or outline maps when no funds have been provided and no vote had by the district authorizing the same?

My judgment is that school district trustees would find it the more safe and prudent course not to purchase outline maps or school apparatus without first having the funds expressly provided for that purpose by the district.

The practice of county treasurers redeeming district orders out of district funds on hand instead of paying those funds over to the district treasurer is reprehensible as liable to abuse, and ought to be discontinued.

In regard to the subject of holidays and the meaning of the term "month," our school laws, I regret to say, do not recognize the existence of the former, with the exception, perhaps, of the 22d of February.

As to the term month, it means four full weeks with five working days in each week, and not twenty consecutive days excluding Sundays. The manifest object of the provision is to secure a respite from labor of one day in each week beside Sunday.—*Cornell, Feb. 7, 1872.*

When a teacher is employed to teach for a specified time and the school is interrupted necessarily, but by no fault of the teacher, who is always ready to fulfil the contract, the teacher after the expiration of the time may maintain an action against the district for the entire amount of wages. If, however, the district can show that during the whole or a portion of the time, the teacher was engaged in similar employment, or was offered such employment and refused it, the damages may be reduced. *Costigan vs. Mohawk & Hudson R. R. Co.*, 2 Denio, 609.—*Cole, Sept. 16, 1862.*

If the trustees have contracted for a school for more than three months without special authority from the district, the legal voters at any special or general meeting may ratify such action, and levy a tax for the payment of teachers so employed. If they refuse to do this the teacher would very likely be without remedy.

Trustees of school districts are public agents, and when they in good faith contract with parties having full knowledge of the extent of their authority, or who have an equal means of knowledge with themselves, they do not become individually liable unless the intent to incur a personal liability is clearly expressed, although it should be found that through ignorance of the law they may have exceeded their authority. Any knowledge of a defect in their authority accessible to them but not to the teacher would probably fix a liability on them.—*Cole, Feb. 17, 1863.*

County commissioners cannot change or interfere with the boundaries of independent school districts. Changes in their boundaries can only be made by legislative action.—*Cornell, Aug. 21, 1868.*

In April last school district No. 167, Fillmore county, was formed from parts of districts Nos. 32 and 33, and was fully organized in May following. The clerk of such new district duly made and returned to the county auditor, pursuant to the provisions of chapter one, general statutes of 1870, an enumeration of the scholars residing on the last day of September, 1870, within the territorial limits of the new district, but the clerks of the old districts neglected to take any such census as respected their districts after the change. Under this state of facts it was clearly the duty of the county auditor in making the apportionment of the school funds among the several districts of his county in October, 1871, to set apart to school district No. 167 its proportion thereof according to the enumeration returned by its clerk, and to draw his order on the county treasurer in favor of the district whenever required, deducting the sum so found belonging to the new district from the amounts which the old districts would have been entitled to on the basis of their annual reports of 1870. The remainder would belong to districts Nos. 32 and 33, after the change, to be divided between them whenever their clerks should see fit to return the enumeration required by the law of 1870. Until this was done no appropriation could legally be made as respects such districts. The action of the county auditor in refusing to make any apportionment to district 167, was clearly erroneous, and makes him responsible to the district for the amount to which it was entitled—a responsibility which the courts will enforce on a proper application.—*Cornell, March 11, 1872.*

I have examined the papers referred to me from joint school district No. 79, Olmsted and Mower counties, and find no difficulty upon the facts as therein stated, in coming to the conclusion that the site designated for a school house at the special meeting is valid and binding upon the district, and its officers. The power to select a site for school house rests alone with the legal voters of the district. When lawfully assembled, either at an annual or special meeting, they can exercise this power when it is specified as one of the objects of the meeting, as seems to have been done in this case. When the requisite notice of a special meeting has been given and posted the mere fact that the notices were wrongfully torn down will not vitiate the meeting, especially when they were re-posted as soon as such fact became known. When a site is designated by the voters, it becomes the duty of trustees to purchase the same out of funds provided for that purpose, care being taken that the district secures a perfect title. The school house must be built on such a site. Regarding the plan of the building and the persons to be employed in constructing the same, the district may advise but cannot control the judgment or action of the trustees, provided they keep within the means authorized to be raised and expended for that purpose. Whenever any duty is imposed upon trustees which they refuse to perform, the proper remedy in most cases is by mandamus to compel them.—*Cornell, March 11, 1872.*

Query 1. Can money which has been appropriated, levied, raised, and is already in the hands of the school officers, be appropriated at a subsequent annual meeting by vote of the district to another object? It can; if contracts for the work have not been made in which third parties are interested and their rights under those contracts are not infringed by such action on the part of the districts.

Query 2. Is the bible excluded, by law, from the public schools of Minnesota? No. The constitution and statutes of the State are singularly silent on the subject of religion.

Query 3. Can State Superintendent ante-date teacher's certificates of qualification? He can not. The law confers no such power on any school officer.

Query 4. Can State Superintendent grant a teacher's certificate of the same validity and force as those of county superintendents. I think he can not. That officer may, however, grant and issue *State certificates of eminent qualifications of teachers to such persons as may be found worthy to receive the same upon due examination by himself; * * * said certificates shall supersede the necessity of any and all other examinations, and shall be valid in any county or school district in the State for a period of seven years.*

Query 5. If a district in school meeting properly assembled, vote to adopt the *independent title* and elect trustees, but all the trustees fail to take the oath of qualification, have they in fact adopted the desired title of law? I think not. The act was an abortive one, for there are no old

officers to hold over until others are *elected and qualify*.—*Minn. Teacher*, June, 1869.

Normal school diplomas granted prior to March, 1872, are legal evidence of qualification to teach in any common school of this State for five years from their dates. A person may possess all the qualifications for teaching in a common school and yet fall short of the standard requisite for teaching in an independent school district, and such diploma does not dispense with the necessity on the part of the holder desiring to teach in an independent school district of procuring the certificate required by the independent school district law.—*Cornell*, Sept. 29, 1871.

FORMS FOR SCHOOL DISTRICT OFFICERS.

No. 1.

Form of petition for the formation of a School District.

To the County Commissioners for..... County, Minn.:

The undersigned "a majority of the freeholders who are legal voters residing in each of the school districts to be affected thereby," do hereby petition your honorable body to form a new school district to be composed of the territory described as follows, viz. :

[Here describe the territory.]

Dated at.....this.....day of.....18....

See Sec. 7.

(Must be signed by a majority of the freeholders who are legal voters residing in each school district to be affected by the formation of such new district.)

No. 2.

Form of petition for the alteration of a School District.

To the County Commissioners for..... County, Minn.:

The undersigned, "a majority of the freeholders who are legal voters residing in each of the school districts to be affected thereby" do hereby petition your honorable body to alter the boundaries of School District No...., as follows, viz. :

[Here describe the alteration desired.]

Dated at.....this.....day of.....18....

NOTE.—When the districts to be organized or changed comprise territory in two or more counties, the petition must be presented to the commissioners of each county in which any part of such territory is situated.

(Must be signed, &c., same as in form No. 1.)

No. 3.

Voters aggrieved may apply for rehearing.

To the County Commissioners of..... County:

The undersigned legal voters of the territory affected thereby, feeling aggrieved

at the action of your honorable body in the organization (or alteration) or change of the district (or district No....) embracing the following territory to-wit: (Here describe the territory) hereby make application for a rehearing at your next session.

Dated at.....this.....day of.....18....

See Sec. 9.

(To be signed by at least five voters who are freeholders residing in the district.)

No. 4.

Form of order forming a new School District, to be recorded in the office of County Auditor, and a copy directed to the District Clerk.

It is hereby ordered and determined that [here describe the territory to be comprised in the districts, by sections and parts of sections,] shall hereafter constitute a school district, to be known as Common School District No., of the county of....
By order of the Board of County Commissioners:

A. B., Ch'n County Commissioners.

Attest: C. D., County Auditor.

Dated at....., A. D. 18....

See Sec. 9.

No. 5.

Form of order altering the boundaries of a School District, to be recorded in office of County Auditor, and filed in the office of the Clerk of Districts affected thereby.

It is hereby ordered and determined that the [here describe the territory by sections and parts of sections] now a part of School District No., of the county of...:...., be, and hereby is taken from said School District, and attached to and made a part of School District No., of said county, for all purposes whatsoever.

This order will take effect on theday of....., 18.....

By order of the County Commissioners ofCounty.

A. B., Ch'n County Commissioners.

Attest: C. D., County Auditor.

See Sec. 9.

No. 6.

Form of notice for the first meeting of a School District to be posted in five places in the District ten days before said meeting.

The undersigned resident freeholders of School District No....embracing the following territory, to-wit: [Here describe bounds of district.] do hereby give notice that there will be a meeting of the legal voters of said district, for the purpose

of organization and the election of officers, at....., in said district, on the.....
day of.....18...., at.....o'clock in the.....

Dated at.....this.....day of....., 18....

See Sec. 10.

[To be signed by three resident freeholders or householders.]

No. 7.

Notice of election to office of School.....

To.....

You are hereby notified that at a meeting of school district No...., in the county of....., held on the.....day of.....18...., you are duly elected schoolof said district.

Dated this.....day of.....18....

Clerk of said District.

N. B.—If you accept the office to which you are elected, as mentioned above, please fill the blank below and send it to the office of the District Clerk within ten days after this date.

See Sec. 12.

No. 8.

Notice of acceptance.

Sec. 12.

To.....

Clerk of School District No...., in the county of....., and State of Minnesota.

Sir: I hereby signify my acceptance of the office of....., in School District No...., county of....., to which your notice of election, dated....., 18...., informs me that I have been elected.

Dated this.....day of....., A. D. 18....

Signed

.....

No. 9.

Form of refusal to accept district office, to be filed with the clerk of the district.

To the Clerk of School District No...., in the county of.....

You are hereby notified of my refusal to accept the office of.....to

which I was elected at the meeting of said district held on the.....day of
.....18.....

Dated this..... day of... 18.....
[Signed]

G. H.

NOTE.—This notice of refusal must be filed within ten days after the election, or the person will be deemed to have accepted the office, and be liable to fine for non-performance of duty.

See section 48.

No. 10.

Form of Deed of a school house site.

Know all men by these presents, that A. B. [and C. B., his wife, if married,] of the town of....., in the county of....., in the State of Minnesota, party of the first part, and school district number....., in the county of....., in the State of Minnesota, party of the second part, for and in consideration of the sum of..... dollars, to them in hand paid by the said party of the second part, the receipt whereof is hereby acknowledged, do hereby grant, bargain, sell and convey to the said party of the second part, and its assigns, the piece or parcel of land, described as follows:

[Here insert description of land.]

Together with all the privileges and appurtenances thereunto belonging; to have and to hold the same, to the said party of the second part, and its assigns forever; and the said party of the first part, for themselves, their heirs, executors and administrators, do covenant, bargain and agree to and with the said party of the second part, and its assigns, that at the time of the sealing and delivery of these presents they are well seized of the premises above conveyed as of good, sure, perfect, absolute and indefeasible estate of inheritance in the law in fee simple, and that the said lands and premises are free from all incumbrances whatsoever, and that the above bargained premises, in the quiet and peaceable possession of the said party of the second part, and its assigns, against all and every person or persons lawfully claiming, or to claim, the whole or any part thereof, the said party of the first part will forever warrant and defend.

In witness whereof, the said....., part.... of the first part,
h.. hereunto set hand.. and seal.., this.....day of.....A. D.
18.....

A. B. [SEAL.]
C. B. [SEAL.]

Signed, sealed and delivered
in presence of E. F. }
G. H. }

NOTE.—Such deed should be duly acknowledged before a notary public, justice of the peace, or other officer authorized by law to take such acknowledgment, and recorded in the office of the register of deeds for the county.

No. 11.

Contract with Teacher.

It is hereby contracted and agreed by and between School District No....., county of....., and State of Minnesota, and....., a legally qualified teacher, of the town of....., that the said..... shall teach the school in said district for the term of..... months for the sum of..... dollars per month, commencing on the..... day of..... 18..... And the said..... agrees faithfully to teach the said school according to the best of h.... ability, and to keep a register of the daily attendance of each pupil belonging to the school, and make such report of the school as is or may be required by law, or by the County Superintendent, or by the State Superintendent of Public Instruction, and to observe and enforce all rules and regulations established by proper authority for the government and management of said school.

And it is further agreed by and between the parties hereto that the said..... shall use h.... best endeavors to preserve in good condition the school house and premises connected with it; also the apparatus and furniture thereto belonging, and also all books and records provided by the School Board for the use of said school, and to deliver the same to the Clerk of said District, at the close of the said term of school, in as good condition as when received, natural wear and tear excepted.

And the said School District hereby agrees to keep the school house and premises connected with it in good repair, to provide necessary fuel for the use of said school during the said term, and for the services performed as above described, the said district agrees to pay the said....., the sum of..... dollars, on or before the..... day of....., 18..... Provided, always, that the district reserves the right to annul this contract at any time for reasons deemed sufficient by the said Board.

In witness whereof, we have hereunto subscribed our hands this..... day of....., 18.....

.....	.....	Teacher.
.....	Clerk.	Board of Trustees (or
.....	Director.	B'd of Education) for
.....	Treasurer.	School Dist. No.... in
		the county of.....

(Made in duplicate.)

Must be signed by a majority of the Board. See sec. 18.

No. 12.

District Treasurer's Bond.

Know all men by these presents, that we....., Treasurer of School District No....., in the county of....., and State of....., and....., his suret..... are held and firmly bound unto said School District, in the sum of..... dollars, to be paid to the said School District, for the payment of which, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents. Sealed with our seals, and dated this..... day of..... A. D. 18..

The condition of the above obligation is such, that if the said....., Treasurer as aforesaid, shall faithfully discharge the duties of his office as treasurer of said School District, and shall well and truly pay over to the person or persons entitled thereto, upon the proper order therefor, all sums of money which shall

come into his hands as Treasurer of said District, and shall, at the expiration of his term of office, pay over to his successor in office, all moneys remaining in his hands as Treasurer aforesaid, and shall deliver to his successor all books and papers appertaining to his said office, then this obligation shall be void, otherwise of full force and virtue.

..... [SEAL.]
 [SEAL.]
 [SEAL.]

Signed, sealed, and delivered in presence of }
 }
 }

We approve of the above bond and surety.

..... Director.
 Clerk.

No. 13.

Notice of Appointment.

To.....
 The office of..... of School District No.....,
 County of..... and State of Minnesota, having become vacant, you are
 hereby appointed to fill such vacancy until the next annual meeting of said School
 District.

Dated this.....day of.....A. D. 18...

Signed,

.....

If you accept the above appointment, please fill the blank "Notice of Acceptance," and send it to the office of the District Clerk within ten days from this date.

No. 14.

Notice of Acceptance.

To..... Clerk of School District No..... in the County of
 I hereby signify my acceptance of the office of.....
 of said district, to which you notify me I am appointed.

Dated this.....day of.....A. D. 18...

.....

No. 15.

To..... 18
 Treasurer of School District No.
 County of.....
 Pay..... or order, the sum of
 Dollars, for.....
 out of any money in your hands for that purpose.
 Signed,District Clerk.
 Attest:
 No..... Director.

No. 16.

Notice of Annual School Meeting.

Notice is hereby given to the qualified electors of school district No., county of....., State of Minnesota,....., that the annual meeting of said district, for the election of school district officers, and for the transaction of other business, will be held at..... on the first Saturday, being the..... day of October, A. D. 18...., at 7 o'clock P. M.

Dated this.....day of....., 18....
 [Signed,]

See Sec. 11.

No. 17.

Form of Request for Clerk to call a Special District Meeting.

To A. B., Clerk of School District No. of the county of.....

SIR: You are hereby requested to call a Special Meeting of the above District on the..... day of..... at..... o'clock in the..... noon, for the purpose of, [here state the business to be transacted.]

Dated this.....day of....., 18....
 [Signed.]

NOTE.—The above notice must be signed by the Board or five freeholders of the district.

See Sec. 22.

No. 18.

Notice of Special School Meeting.

[See section 22.]

Notice is hereby given to the qualified electors of School District No., county of....., and State of Minnesota,....., that a special

meeting of said district will be held aton.....the.....
 day of....., A. D. 18....., at....o'clock in the.....noon, for the follow-
 ing objects, viz: [Here state the objects of the meeting.]

Dated this.....day of....., 18..... District Clerk.

No. 19.

Certificate of District Clerk.

See Sec. 38.

To..... County Auditor of.....County,
 And State of Minnesota.

Sir: I hereby certify that.....has been dulySchool
 Treasurer of School District No.....in the County of.....and that he
 has filed in my office his official bond as such Treasurer and that the same has been
 approved by the undersigned in accordance with law.

Dated this.....day of....., A. D. 18..... District Clerk.

Countersigned by Director.

No. 20.

Form of Oath of Office of County Superintendent, to be filed with County Auditor.

I, A. B., do swear (or affirm) that I will support the Constitution of the United
 States, and of the State of Minnesota, and that I will faithfully discharge the duties
 of the office of Superintendent of common schools of the County of,
 to the best of my judgment and ability.

Signed,

Sworn (or affirmed) and subscribed before me, a.....in and for the
 county of.....this.....day of....., 18....

A. B.

C. D.

No. 21.

Form of Notice to a Teacher to appear for re-examination.

To A. B., Teacher in School District No.....of the county of.....:

Sir:

You are hereby cited to appear at.....in.....on.....the
day of.....18....., for the purpose of a re-examination as to
 your qualifications as a teacher, in disregard whereof your certificate will be forth-
 with annulled.

C. D., County Supt. of Schools.

Dated.....A. D. 18.....

No. 22.

Forms of annulment of a Teacher's Certificate and Notice to District Clerk.

To A. B.:

SIR:

The certificate of qualifications held by you as a Common School Teacher in District No. in the county of, issued on or about the day of A. D. 18....., is hereby annulled.

C. D., County Supt. of Schools.

No. 23.

To the Clerk of District No. County of

SIR: You are hereby notified that on the day of A. D. 18....., I annulled the certificate of qualifications held by A. B., a teacher in your district, for the reason that in my opinion the said A. B. does not possess the requisite qualifications as a teacher in respect to [moral character, learning, or ability to teach, as the case may be.]

Dated this day of A. D. 18....

C. D., County Supt. of Schools.

NOTE.—On receipt of the above by the district clerk, the teacher whose certificate is so annulled is no longer competent to teach, and from the date thereof his wages shall cease.



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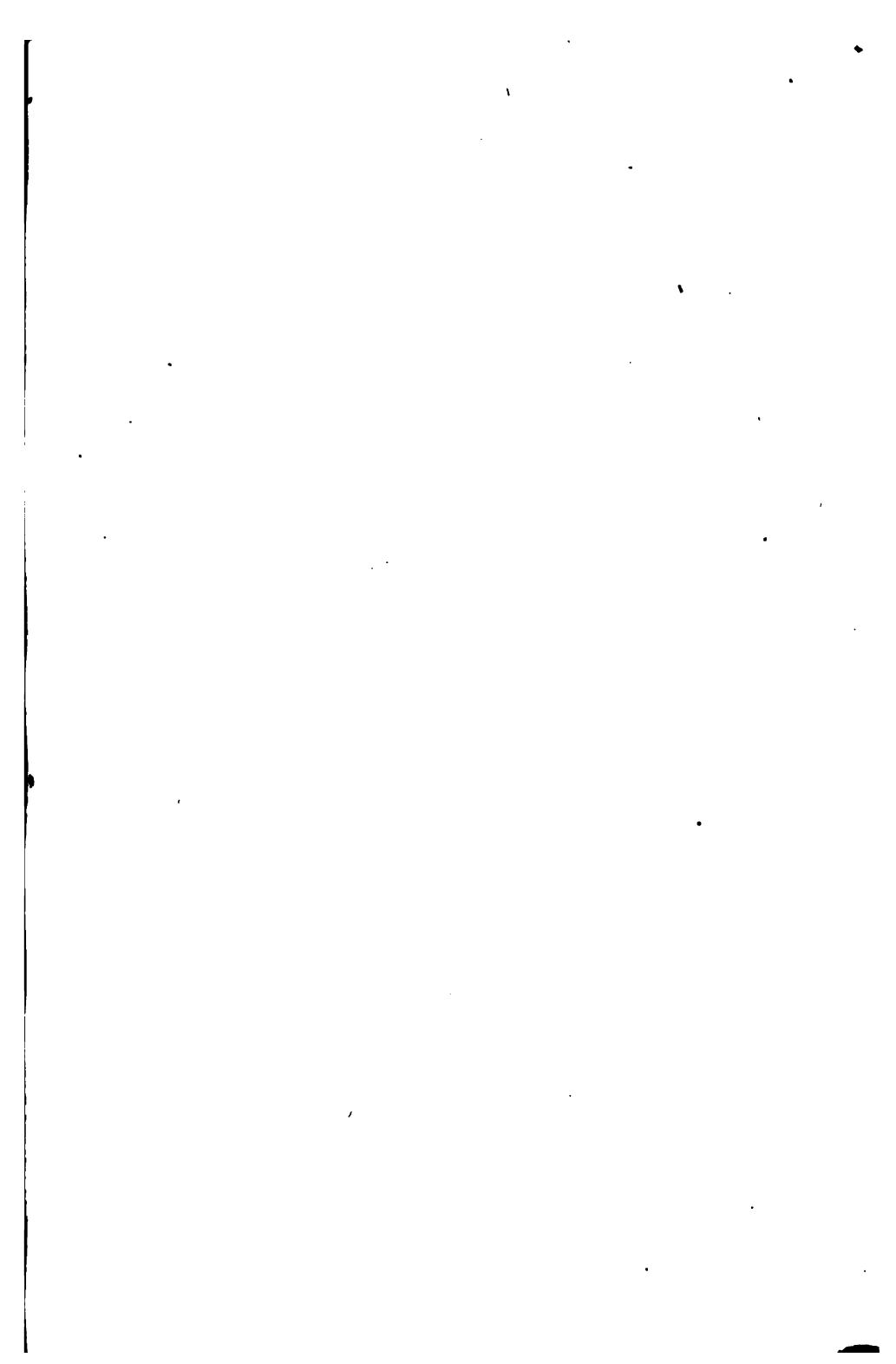
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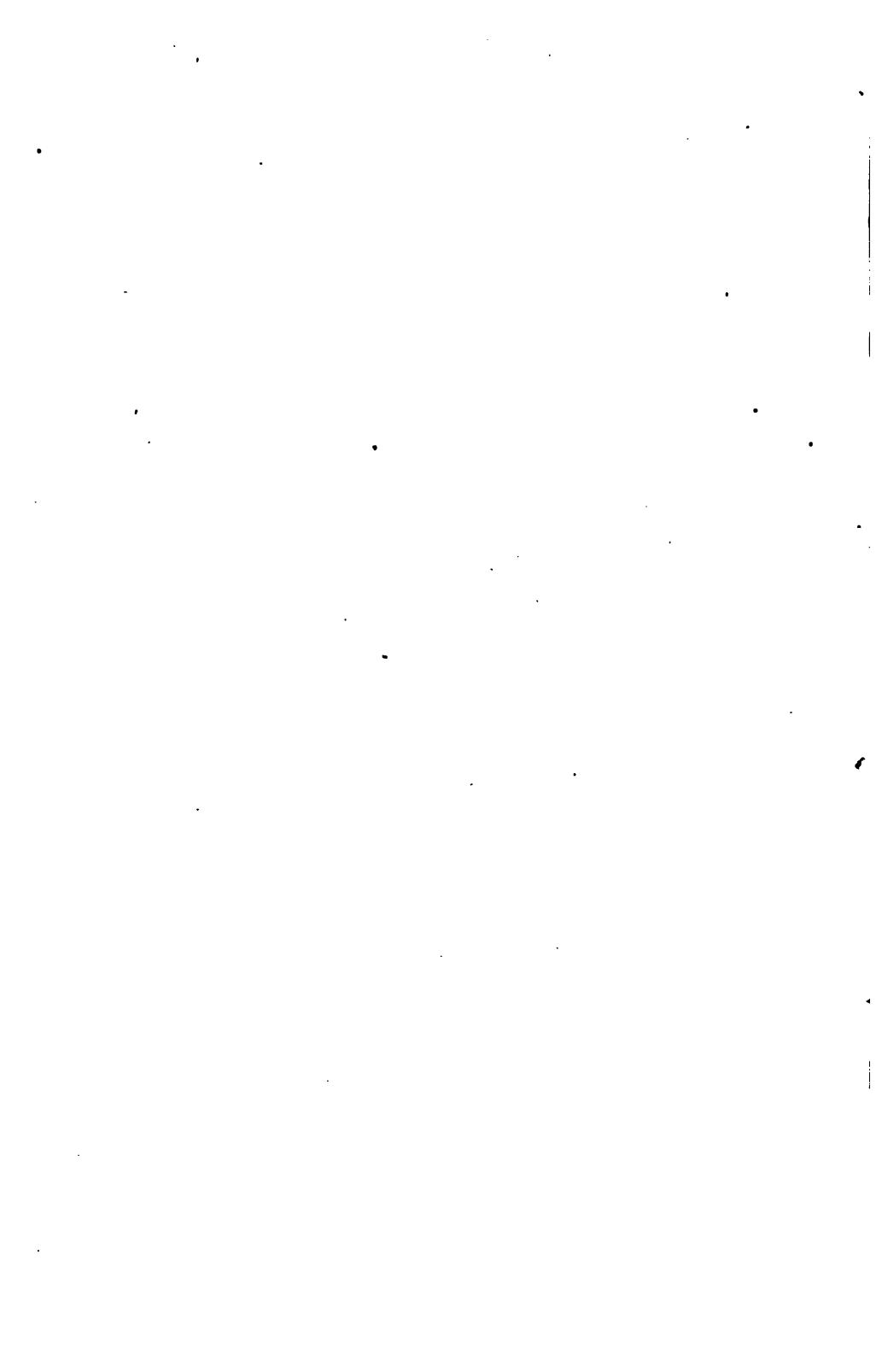
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NO. 7.

SPELLING IN PRIMARY SCHOOLS.

Comparatively few pupils who do not spell well while young, say before ten years of age, will ever acquire the ability to do so. Good spelling, then, depends, in a great measure, upon correct early training. No branch of school work is of more importance than this, yet it often suffers neglect, even from the most earnest and faithful teachers. I think this is especially true in the district school, where pupils are inclined to feel that their time for study is limited, and may better be devoted to other, as they think, more important branches. They say, "we can learn to spell by ourselves, but in other things we need help;" so one after another is added to their list of studies, till, with the press of work, the spelling lesson, for large and small, if not entirely overlooked, is crowded into the smallest corner and treated as a necessary evil, to be disposed of in the quickest manner possible. If evidence of this neglect is needed, the examination papers of candidates for admission to our Normal schools furnish abundant testimony. Quite a number of those who will read this article may be at work in places like these just mentioned. It will, then, be a part of your task, (and perhaps not the easiest,) to give to the little ones the required drill and to awaken older ones to a just appreciation of this part of

school-training. It may be that we shall work more effectually and with less discouragement if we take a brief review of the difficulties attending the attainment of good spelling in our language, and consider some of the means of its acquisition.

Among the difficulties is the difference between the powers of letters as found in words and in the alphabet. For example, in the words *at*, *are*, *care*, *all*, *many*, we have the letter *a* with a different power in each, and all differing from that given in the alphabet. The same is true of many of the other letters, and further than this, several different letters may represent the same sound.

The second difficulty presenting itself, and arising partly from the first, that comparatively few words are spelled according to rules that can be stated. Spelling, therefore, becomes almost entirely a matter of intuition and memorizing, and in teaching it, our first question is, how can we best aid the memory in the work before it.

We can do so by presenting the subject in its most natural order.

The child distinguishes a difference in the sound of words, and thus gains his first knowledge of them by his sense of hearing. But to his mind words are more than mere sounds, they are the signs of objects, and the more familiar the object the more readily does he remember the word. We may tell him about a ball, but if he has never seen one his ideas of it will be very vague and the word will soon be forgotten, but let him look at one and play with it a few minutes, and then tell him what it is called, and the name of this new plaything is firmly fixed in his mind. As with words, so in their analysis, two methods of teaching are readily suggested; that which addresses the ear, or spelling by sound—that which addresses the eye or spelling by a knowledge of form. Were ours a phonetic language, we should need look no further than the first for the best method, but owing to the difficulties just mentioned, teaching the little learner to spell by sound alone, is like sending the mariner afloat without rudder or compass, for the analysis of the most simple words of our language does not give the names

of their letters. In spelling we use the sense of seeing more than that of hearing, because impressions made upon the mind through this sense are the most vivid and therefore more readily reproduced. It is on this account that many persons, when in doubt, write a word and judge by its looks whether it is correctly spelled, and for this reason the deaf learn to spell more quickly than the blind.

Teaching the analysis of words by the presentation of their forms, is, therefore, considered by many as the true method. Each of the two ways mentioned may certainly be made a valuable auxiliary to the other, and by keeping them side by side, we may gain the advantage of both. The pupils have learned to associate the word with their proper signs, and have fixed in their minds the relative position of the parts, by using the blocks with the painted letters or by printing.

Exercises should now be given in which they pronounce the words, give the elementary sounds and the names of the letters composing them, and spell by sounds and letters. By varying the order, pupils may be interested in such exercises until they have gained a thorough drill.

C. Andrews.

TEACHING PENMANSHIP IN PRIMARY SCHOOLS.

The time was when the art of penmanship was thought to be possible of acquisition only at a considerably advanced stage in the education of youth. The study of form as a part of primary education, and the power to use well slate and pencil, crayon and blackboard, were things comparatively unknown. The little one was introduced to school life through the medium of certain arbitrary and to him, meaningless symbols called the letters of the alphabet, and seen by him upon the pages of a book, or (a little better) upon a mysterious piece of card-board denominated a chart, or (better than this), occasionally in the wonderful workings of the teacher's hand, as she stood with

chalk in hand (there were no crayons) before her shining, miserable blackboard, which, to use the words of Prof. Northrop of Connecticut, was about "four feet short by two feet narrow." The unnaturalness of this chilling, discouraging introduction came at length to be painfully felt, and those times of ignorance which, let us hope, "God winked at," have passed away.

The primary school-room is now made the place in which true ideas in respect to form are developed. The abstract and arbitrary is placed after the concrete and the simple. The eye and the hand are cultivated along with, and as auxiliaries to, the power of speech. The apparatus of the school room has come to be adapted to the new order of things. In the book for the use of the primaries, the alphabet from being placed at the introduction, has come to have place upon the last leaf. Children pass from the familiar objects of home and every-day life to their spoken, and then their written names. Thus they learn words, and are able to read intelligently and with correct modulations of voice—because they have been naturally and not arbitrarily taught. The primary school teacher goes to her school-room, after hard study, with illustrations and objects for the lessons of the day; and by dexterous use of the blackboards, which no longer shine and glisten, and refuse at many an angle to give to the eye of the beholder any evidence of impressions produced, black-boards placed within reach of the little ones, and covering every available inch of such space around the walls of her room, she opens up gradually new fields of beauty and of knowledge, luring, day by day, her little ones "to brighter worlds," and herself leading "the way," and thus, by example and by practice, under the eye of one who knows and loves her work, the little one is led by a shining pathway, into fields of truth, which fill him with constant delight.

Do you say this is an ideal picture? It ought to be the picture of every primary school-room in our land. And it should not require too long a time to produce these results in our primary schools. No where else can radical changes be so rapidly produced.

In our schools of lowest grade, then, must be laid the founda-

tion in this matter of penmanship. Correct ideas of form, and ability to use, with ease and grace, pencil and crayon, must there be gained. To postpone these things to a later period is worse than waste of time. It is positive injustice to the patrons of our schools, and worse still, to the children themselves.

Penmanship, as viewed from the higher standard of a perfect system, is both a science and an art. From a variety of sources we have come to have systems of penmanship. Systems founded upon a few natural and easily learned principles. That system which is most natural, and therefore simplest and most beautiful is the best. These natural systems must also be taught in accordance with the laws of natural education. It is not altogether an easy task to do this. A successful teacher of penmanship, one who can see the end from the beginning, who knows well how to make the work of the school of one grade articulate perfectly with that of another, who can succeed in causing the pupils, as they pass along from the primary to the high school, to make constant improvement by constant study of principles, and constant drill in the production of forms approaching ever toward the perfect model,—such a teacher is, in my judgment, worthy the respect and patronage of the public, and under his direction we might hope to see rapid improvement throughout our schools.

The importance of this branch of instruction I do not need to dwell upon. What father and mother in our land would not be delighted to see their child becoming, in the public schools, well trained in this branch? And are we not wasting the money which we spend for the education of our children and youth, if the ability to write well the English language is not gained in our public schools?

THE WORK OF TEACHING.

The work devolved upon the public school teacher in the endeavor, which he is called upon to make, is not small nor easy of accomplishment. All the wisdom, all the loyalty to

what is high, and true, and useful in respect to education, all the steadfastness of purpose, all the aptness and discreetness in execution, all the skill in planning that right means may be used to secure lofty and desirable ends, all the patience, resoluteness, diligence, fidelity to trust, and true charity, which he can summon to his aid, will be required in order that he may compass the realization of a high ideal. He may be pardoned, then, if he inquire whether he is sufficient for these things.

But in city or in country, let each teacher look to his own garden-plat, and make it fair and productive; then will all come to exhibit the brightness and the loveliness of a new and never-failing life.

Permit me a few words of general counsel.

First of all, let the teacher cheerfully and hopefully accept the situation. There is no time to be wasted in vain and fruitless regrets. What might, under different conditions, have been the better state of his charge; what ought, in his opinion, or in the opinion of any body else, to have been done in the past; what may have been, or may be, lacked,—may be, or may have been, of very great importance; but the wiser part is the most hearty and entire devotion to his field of labor as we find it. If one makes the very most he can of the opportunity afforded to him he will be happier, and be surer of contributing his share to the general success. Is there something, or somebody, or some future possibility, which one does not like. Let us rest assured, his likes or dislikes have very little to do with the solution of the problem before him, and while he may bring himself unhappiness and disaster, by indulging in acquiescent feelings, still the work must go on, and he but delays the blessed opportunity of engaging in it.

Secondly. Let the teacher fix his aim high. One will not hit a higher mark than that toward which his eye is directed. Nothing could so soon effect a radical change in the condition of any system of schools, as for each teacher to bring himself to a right and comprehensive view of his own duty and responsibility and ability. And one may have all done for him which money can procure and wisdom devise, and unless the standard

which he has set in respect to individual excellence, professional skill, and every-day school labor is really lofty, and constantly being elevated, he is a failure.

Thirdly. As a means to the attainment of a lofty end in one's vocation he must be studious. In respect to this, there is for the teacher a general and special work. What interest have we in the live educational questions of the day? In this progressive land and age we cannot sustain ourselves, if we do not keep fully abreast of the times. From one end of our country to the other, the land is full of inquiry in respect to methods of instruction, methods of discipline, methods of management, systems of education, courses of study for schools of every grade, work for educational development from the primary school to the University; and one must read and study constantly and earnestly, apply newly developed principles with skill and discretion, or very soon he is marked as a laggard in the race. The measure of one's intelligence and enthusiasm in the educational questions of his time, is the measure also of his professional life.

Then, there is the study, for every teacher, of a more specific nature. There is the preparation for each day's duties. No teacher can conduct a single exercise or recitation, be it in the lowest primary or alphabetical department, or the most advanced class of the highest grade, as he should conduct it, unless he or she has made special preparation for it. It is not enough that we know in general, or with a good degree of reference to detail, the lesson of the book and of the hour. There must have been thought bestowed with special reference to the day and class, or a careful and experienced observer will almost instantly discover the defect. The law of success in teaching is expressed by the word growth. The indolent teacher is a factor which may be dropped from the equation in the solution of any great educational problem. He only serves to distract attention from others, necessary to be considered, and certain to be felt in the result.

Teachers' meetings afford an opportunity for such interchange of views as may be mutually profitable. To the true teacher, it seems to me, every period of school, is, at all times, a matter

of interest. He looks, with pleasure and with profit, into every field of intellectual and moral development. He is, in the teacher's meeting, as much and as intelligently interested in that which appertains to the special advancement and improvement of pupils classed in one grade of schools as another. Much of his time is necessarily devoted to a consideration of how he may best promote the interests of the grades of which he is the immediate instructor; and when, at the meeting, his own special work is under consideration, his experience and observation are ready and of extraordinary importance; but it is education, from the cradle to the grave, in respect to which he is enthusiastic, and, to the consideration of which, he is always glad to give attention. No matter how advanced the branches of which he is instructor, his heart is warmed and his intellect attracted, when the questions, always so important, relating to the training of the smallest children are brought before him. And even although she be employed in the lowest grade of the schools, the enthusiastic teacher loves to look beyond into the questions of mental development which have reference to the period of maturer life. To every true teacher there is a real interest connected with the solution of any and every educational problem.

A system of graded schools is, or should be, a unit. Each grade forms a part, of what is, in reality, one. And just in proportion as the teachers and managers realize the conception which underlies the Graded System, will they see all their efforts, without loss from friction or from ill-directed labor, contributing harmoniously to the attainment of a high educational ideal.

Questions of detail require time for their consideration. When one thinks of all that may be done, and that must and will be done, before the public schools have attained to that high position of excellence, which alone can satisfy the intelligent lover of American institutions, he may be pardoned if he be modest in his assumptions of ability to cope with the difficulties. But let the workers be patient and hopeful, taking for theirs the excellent motto which one of the foremost teachers of our country, was wont frequently to give to his teacher-students: "One thing at a time, and that done, and well done." In this way, as,

from time to time, teachers meet, they will be able to report progress, and, ere many years have passed away, there will be, indeed, a proud record of good deeds accomplished.

G. M. G.

AN APPRECIATIVE LETTER.

Prof. Gage:—For those teachers who sometimes grow weary and become discouraged in the noble work of teaching, and who often think they are very poorly paid, and that their arduous labors are unappreciated, I furnish you for publication, a copy of a letter, written by a somewhat distinguished American painter, to his old teacher, and received by him only a very few days previous to his death. The faithful teacher, although he may work on year after year with apparently little success, should ever feel conscious that he is daily sowing good seed, which will eventually spring up and produce a rich harvest; and although he may often feel that he is not receiving a just compensation for his days of toil, in dollars and cents, yet he is laying up for himself treasures that will surely bring their reward in the end.

H. B. Wilson.

CHARLESTON, S. C., April 5, 1855.

My Dear old Teacher:—

One year in my life I attended school. That school was on Sycamore Street, in Cincinnati. Shall I ever forget that year—that school? I will not say that it has been the happiest year of my life—for happiness, *real* happiness has not degrees, but it was *happy*.

I remember the school room only as though the light of the sun was ever beaming through the windows. I cannot remember the rainy days, somehow—(yes, one, and then it rained so hard)—for all seemed sunshine; lovely, cheering sunshine. And I did love to study; my teacher approved so kindly. I remember it as all harmony, all quiet, all calm, all joy and so full of life, and I have ever regarded it as a delightful period of my

life. If what I have learned was little, and that little has enabled me to learn more since, yet it is not that; it is the influence, the spirit which pervaded that school, that is present with me now; and in the lone hours, when only pure thoughts fill the mind, is the memory of that school room, with all its fond associations, present. But would the sun have shone so beautiful, would the house have been so pleasant, would study have filled the young heart with such delight, would there have been that harmony, that quiet, that gentleness, that glorious time, deprived of the ruling spirit, that kind and generous mind, that animated and lived throughout the whole school?

You were not kind to *me*, but kind to *all*: every boy of us loved you. The old school house, perhaps, doth stand there yet, and may stand a thousand years,—but the life, the soul of it, shall be wanting. I have thought, sometimes, I should like to visit the old school room, to find myself once more within its walls, but it seemed to me *you* might not be there,—how deserted, how sad, how sorrowful, it would look. I can never go inside of it again.

I have often thought that some day I would write you—tell you the esteem, the love I bear you, and which shall go with me to the grave; but I ever deferred it, when within the last few months I felt a strange uneasiness. Something seemed to whisper, I should be too late. It occurred to my mind so often I could stand it no longer, and I wrote to my brother who lives in Cincinnati, to ascertain if you were still living, and I thought that you might yet be found in the same school. But I felt a misgiving. I have just received a letter from him, wherein he tells me you have been confined to your house for more than a year. Ah! may this reach you! I shall never forgive myself if it does not. In fifteen years I have not seen you. They say I have a heart as hard as stone. But, to-night I have shed tears, not that you were sick, not that you might soon die; but that I *might* be too late in giving you a simple tribute of the regard, the affection I bear you; which in your declining days when life is drawing to its close, I am sure must give you pleasure. It may be you do not even remember my name. I was the

younger of two brothers who attended your school. It is nothing to me whether you remember me or not. I cannot expect it. But I remember *you*, and you cannot treat with indifference an expression of regard from a long-forgotten pupil. Can I hope that I may give you *some* consolation while closing a life well spent—a life of usefulness. I have traveled many miles; I have seen many men—none have I found so pure, so good. Fifteen years have been a long time, certainly in my time of life. I have studied into many things. I have worked at various handicraft; my whole soul has been wrapped in each—in all of them. I have gone through many vicissitudes; I have borne privation, and I have suffered hunger; I have been animated and moved by all the passions the human mind may be capable of; I have hoped and I have striven—and perhaps sometimes I have desponded—but the memory of the dear, kind teacher has never been effaced—never can be. Some have charged me with inconsistency, with fickleness. If such be true, then will it tell the more, the lasting impression upon a boy.

I shall never see you again. I am not one of those who believe in everything that is written; but if there is a life hereafter, a pure and noble spirit will be added thereunto. The world shall lose a benefactor. The teacher may be gone; but his spirit will still live in the influences, and the effects can never be withdrawn, either from the present generation, or generations to come. They will be eternal.

You close a life with the consciousness that you have not lived in vain; and you can say “I have done so much toward the improvement and happiness of mankind.”

Gustavus Frankenstein.

FIRST LESSONS IN GEOGRAPHY.

1. At the first recitation teach direction by objects in the school room.
2. Put upon the board a figure representing the form of school room.
3. Ask the pupils, one by one, to step to the board and mark

in that figure, the position of teacher's desk, stove and other objects in the room. Put "T" for teacher's desk, "S" for stove, and so on.

4. Having concluded this, call the result a "map." Show how it is a map of the school room.

5. Drill the pupils in the direction of the objects on the map, always using points of compass.

6. Rub out map on the board, and for their next lesson have pupils bring on their slates "A Map of the School room," better than the one just drawn.

7. At the next recitation, examine each little effort patiently and encouragingly, and at the same time grade it.

8. Now drill the class in making a map of the school yard on the blackboard. Make no marks yourself, but allow the pupils to do it all.

9. Drill carefully in directions. At close of recitations rub out the map drawn on the board, and as next lesson have the pupils bring on their slates "A Map of the School Yard."

10. As next lesson, have pupils draw maps of their own home yard, including stable yard.

11. Next have each pupil make a map of the farm upon which he lives.

12. For successive lessons, obtain from the county officers a map of the school district, township and county, (copying them yourself, if necessary.) Ask some *advanced* pupil to put each one on the board as it is needed. Have them copied at different lessons by the class. Then, of course, will come the merest outline of the State, then of the United States. Then of North America, then the world.

Now your pupils will understand *direction*, and what maps are for.

Now they are ready to comprehend a globe, and the technical term relating to it.

Now they are ready to begin at the point at which most textbooks on geography begin; in other words, they are now ready for the book.

Note. Always hang your maps on the *North* side of the room. To neglect this is to make false impressions which may last a lifetime.

NOTES ON THE BOSTON PRIMARY SCHOOLS.

On the opening of the schools after the long vacation, September 2, I commenced a course of inspection of the primary schools, and continued the work daily, except when unavoidably diverted from it by other duties, until every one of the three hundred and thirty-six schools was visited.

The schools, on the whole, produced on my mind as favorable an impression as I had expected. From year to year no very marked improvement is perceptible, but looking over a period of ten or twelve years, the progress that has been made is quite evident and gratifying. The character of the discipline is more satisfactory than it was in former years. I did not hear a single teacher using a harsh or disagreeable tone of voice. Sweet, encouraging, sympathetic tones were almost universal. I found only one or two pupils undergoing punishment, and in those cases the punishment was not what would be called very severe, the delinquents only being required to stand on a bench or chair. In one case corporal punishment had been inflicted upon a boy just before I entered the school.

Almost everywhere the teachers had evidently taken much pains to secure personal cleanliness on the part of their pupils. In one or two districts there were exceptions in this respect, suggesting the need of a little more liberal use of soap and water and hair brushes or combs. The schoolrooms were, almost without exception, clean and neat; one, however, is quite distinctly remembered as indicating a scarcity of brooms, but justice to the teacher requires me to say that she was teaching her pupils with great efficiency. A great many of the schoolrooms were ornamented with plants, which gave them an air of cheerfulness and elegance.

We have many teachers whose excellence is worthy of the highest praise. It is hardly possible to overestimate their

value. They afford worthy models for the imitation of others. Often I call up the beautiful images of their schools. But there is one school of surpassing merit, which just now I remember with the greatest pleasure. The building where it is accommodated is by no means the most attractive; the children do not come from the most comfortable homes. And yet, how bright and lovely the school appears! It would be hard to say wherein it could be made better. The teacher is mistress of the situation. She does not fret or worry herself; she neither complains nor apologises. She does not work harder than many others, and her work seems comparatively light to her, because she loves it. She has tact and a genial disposition. She loves her pupils and they love her. She is firmness itself, but she is as gentle as she is firm.

Writing is not generally so well taught as it might be. The children are too frequently put to writing spelling lessons and sentences before they know how to form the individual letters. The chief aim of the slate-writing in these schools should be to train the pupils to make each letter in a fair and handsome form and with a good degree of facility. There is one school where this has been done faithfully and skillfully for many years, and the pupils show the good results of the system after they go up to the grammar schools. Of course, I do not mean to say that primary pupils should not write words and sentences, but that they should first be well grounded in the *forms of the individual letters*.

In many schools there is room for improvement in the teaching of numbers. Too much time is wasted by the pupils in writing numerous tables of figures on their slates. The instruction in this branch is too abstract. There are not teachers enough who know how to use to advantage the ball-frame and other visible illustrations, and so the scholars are not taught *ideas* in numbers as much as they should be. Here is a case where, in my judgment, the prescribed text ought to be used more than it is. The book is so well planned that it may be safely followed in regular order from beginning to end. It is not necessary to require the pupils to study it much, but they should stand up in class and read and perform the questions until they can do so with facility.

The teachers generally have, I think, a good idea of what reading in primary schools should be ; but all do not know how to reach the result which they aim at. They do not know how to economize time by making the minds of all the pupils work on the exercise while in class. The class is called out and kept standing until each pupil in turn reads a sentence or paragraph. This is done once a day, possibly twice. Very little comes of it. The advantage of classification is not utilized. The instruction, what there is of it, is almost wholly individual, because, for the most part, by this method only one mind works at a time.—*From Superintendent PHILBRICK's Semi-Annual Report.*

AN EDUCATED BRAIN.

We recognize the immense strides that have been made in the Physical Sciences ; but, as educators, we recognize in the sciences, belonging, as they do, to the world below us, no substitute for a sound philosophy of human nature ; but, rather, as the physical sciences advance, giving man more power over matter, we see a more urgent need of a higher philosophy and a deeper religious life, that these physical agencies may be wielded for the good of man and the glory of God. . . . While a certain class of scholars are looking to the forces of matter alone for the solution of all the problems of the world, we declare our belief that not only social and moral problems, but the great problems of physical life even, that now perplex philosophers and divide the schools, will find their solution in a more perfect study of man's intellectual and moral nature. Strange it is that the intellect, the great agent by which the wonders of creation are to be unfolded, and the questions at issue settled, if they ever are settled ; and the moral nature, by which man differs from all the other beings on the globe in rank and vastness of interest,—strange it is that this complex nature, which is distinctively human, should receive so small a share of

attention in the schemes of education, in some of them being entirely ignored.

The world cries out with indignation against the crime of putting ignorant engineers in charge where property and life are endangered; but ignorance of all those sciences, which are branded as "metaphysical" by way of reproach, seems, with many, a recommendation for places of trust in our schools, where these higher powers are to be studied by the pupils, or the happiness and efficiency of the man to be imperilled by the defective training he receives. And so we have the absurdity of which we spoke, practical systems of education ignoring the only practical thing in the universe, a thoroughly educated brain. And no brain is thoroughly educated that does not fully understand its own powers, and the best conditions of its activity in the detection of error and the search for truth.

Intellectual science and physical must go hand in hand. Physical science is useful in measuring base lines, thus securing checks to wild speculation; but intellectual science triangulates abysses that physical science could never cross with its measuring line.

He who would give us the outline of our globe, must use both the measuring line and the theodolite; and he who would, give us the outline of that science which the world now most needs, *a true science of life*, must have at his command, in their perfection, all the instruments and means needed for the solution of the problems. He must not think that the balance and polariscope and microscope can settle all the higher problems of life, nor must he live in such a world of speculation as to forget that we are also in a world of matter, that will have a hearing even after philosophers have decided that it is nothing but a dream, a world that has laws of its own which it will declare to the coming generation, however men of the present age may shut their eyes to the truth, manufacture facts which nature disowns, or misinterpret those that have her indorsement.—*Inaugural Address, President Chadbourne, Williams College.*

STATE DEPARTMENT.

THIRTEENTH ANNUAL CONVENTION

OF THE

MINNESOTA

STATE TEACHERS' ASSOCIATION,

HELD AT

STILLWATER,

WEDNESDAY, THURSDAY AND FRIDAY, AUGUST 27, 28 AND 29, 1873.

EXECUTIVE COMMITTEE.

V. J. WALKER,	President.
D. L. KIEHLE,	Vice-President.
S. S. TAYLOR,	Secretary.
IRA MOORE,	Treasurer.

ALEX OLDHAM,	Musical Director.
WM. GORRIE,	Chairman of Local Committee.

PROGRAMME.

WEDNESDAY EVENING, August 27th.

7:30 Address of Welcome, by	Mayor Doe.
Response on behalf of the Convention.	
Music.	
President's Address.	

THURSDAY MORNING, August 28th.

9:00 Opening Exercises.	
Enrollment Committee, &c.	
9:20 The Model Young Man.	O. H. Roberts.
9:45 Discussion.	

10:10	The Teacher—His Work and Opportunities.	Wm. Gorrie.
10:30	Recess—Music.	
10:40	Discussion.	
11:00	Libraries in Common Schools.	D. L. Kiehle.
11:25	Discussion.	
11:40	Miscellaneous Business and Topics.*	
12:00	Adjournment.	

THURSDAY AFTERNOON.

2:00	Written Examinations as Tests of Proficiency.	S. S. Taylor.
2:20	Discussion.	
2:40	Age of Children to enter School.	J. W. Brock.
3:00	Discussion.	
3:20	Recess—Music.	
3:30	Compulsory Education.	Ira Moore.
3:45	Discussion.	
4:00	Miscellaneous Business and Topics.*	
4:30	Adjournment.	

THURSDAY EVENING.

7:30	Address. Intermediate Schools.	Hon. M. H. Dunnell.
	Music.	

FRIDAY MORNING, August 29th.

9:00	Opening Exercises.	
9:10	Reform Schools.	J. H. Gates.
9:30	Discussion.	
9:50	Acquisition and Use of the English Language.	Jabez Brooks, D. D.
10:15	Discussion.	
10:30	Recess—Music.	
10:45	Address.	J. W. Strong, D. D.
11:25	Discussion.	
	Miscellaneous Business and Topics.*	
12:00	Adjournment.	

FRIDAY AFTERNOON.

2:00	The High School.	B. F. Wright.
2:25	Discussion.	
2:40	An established Series of Text-Books.	D. Burt.
3:05	Discussion.	
3:25	Recess—Music.	
3:35	Efficient Teaching.	G. M. Gage.
	Discussion.	
3:50	Miscellaneous Business and Topics.*	
4:20	Report of Committees. Election of Officers.	
5:00	Adjournment.	

* MISCELLANEOUS TOPICS.

1. Educational offices should be filled only by Educational Men.
2. Thorough preparation of Teachers the only hope of our Profession.
3. The Study of the Sciences in the Elementary form in the Primary and Intermediate grades of the Public Schools.

4. The mutual relation of the Common Schools and the Higher Institutions of Learning.
5. The Discipline of Schools—how related to practical life.
6. The place and amount of the Scandinavian and German Languages in the School System.
7. History in Public Schools—how to be taught.
8. The teaching of Geography—how much time should be spent.
9. Sound Educational Legislation—how to be secured.
10. Experience of Teachers in securing Punctual and Regular attendance.
11. Written answers in Recitations—how much to be used.
12. The necessity of a choice of Subjects to be determined upon at each Convention and persons selected to submit papers upon them for publication, or for presentation at the next Convention.
13. Members of the Convention will pass to the Secretary additional Topics for Discussion.

ENTERTAINMENT.—The citizens of Stillwater will furnish free entertainment to members of the Convention.

RAIL ROADS.

Trains arrive at St. Paul—

5:50 A. M. 5:80 P. M. from Winona—river road.

11:15 " 7:20 " , from Austin—M. & St. P. R. R.

11:15 " 7:20 " from Mankato—St P & S C R R

9:35 " 7:35 " from Stillwater—St P S & T F B R

TRAINS LEAVE ST. PAUL

7:00 A. M. 8:15 P. M. for Stillwater—St. P., S. & T. F. R. R.

9:30 " 8:00 " for Winona—river road

7:25 " 4:10 " for Mankato—St. P. & S. C. R. R.

6:50 " 4:00 " for Austin—M. & St. P. R. R.

R. R. FARES.—Teachers purchasing tickets on the St. Paul & Sioux City Railroad, will receive free return tickets at the time and place of purchase. The St. Paul, Stillwater & Taylor's Falls Railroad will return members on the certificate of the Secretary of the Convention.

The Lake Superior & Mississippi R. R. Co. will issue round trip tickets for one full fare from Minneapolis, St. Paul and Duluth.

The following letter explains itself, and is of so much importance as to call for its insertion in this connection:

**MILWAUKEE & St. PAUL RAILWAY,
St. PAUL, July 23d. 1873.**

ST. PAUL, July 23d, 1878.)
Prof. Gage:—I have received telegram in relation to reduced fare to Teacher's Association at Stillwater, as follows:

"MILWAUKEE, July 22.

the careless
(Signed)

"MILWAUKEE, July. 22.

(Signed.) A. V. H. CARPENTER."

I also have a second telegram saying tickets may be sold for meeting named, 24th, 25th and 26th of August, and return tickets to 20th of August, inclusive.

of August. Includes
Very nicely bound.

J. A. CHANDLER.

Persons desiring to attend the meetings of the Association, will confer a favor by sending their names to Prof. Wm. Gorrie, Stillwater, prior to time of Convention.

ANNUAL CONVENTION

OR

State, County and City Superintendents,

HELD AT

STILLWATER,

Tuesday and Wednesday, Aug. 26 and 27, 1873.

PROGRAMME:

TUESDAY MORNING.

9:00 Opening exercises and Business.

9:10 Address by H. B. Wilson, State Superintendent of Public Instruction.
Subject:—The Responsibility of the Superintendent.

9:40 Discussion. What ought our Common School Teachers to study and read? Opened by Rev. D. L. Kiehle, Preston, to be followed by Supt. Sherman Hall, Benton Co.

10:00 Discussion. What means should be pursued to inspire, on the part of teachers, a love for and a zeal in professional study and reading? Opened by Prof. O. V. Tousley, Minneapolis, to be followed by Supt. W. W. Pendergast, McLeod county, and others.

10:30 Paper. Compulsory Education. Is it feasible? Rev. Richard Walker, Isanti county.

10:45 Discussion of the above by Hon. D. A. J. Baker, Ramsey county, and others.

11:05 How to make School Visitations profitable to the Schools. Opened by Smith Bloomfield, Douglas county, to be followed by Supt. E. C. Paye, Blue Earth county, and others.

11:35 Business. Appointment of Standing Committees on—
1. The Condition of Education in the State.
2. Improved Methods of Education.
Appointment of special committee on—
1. A Uniform Method of Conducting Teachers' Examinations.
2. A State Uniformity of Text Books.

Discussion.

TUESDAY AFTERNOON.

2:00 Paper. Deadening Effects of Routine. By Prof. W. W. Payne, Northfield College.

2:15 Discussion of the above. Opened by Superintendent Henry Thurston, of Freeborn county.

2:30 Paper. Penmanship in the Public Schools. By Prof. C. C. Curtis, State Normal School, Winona. To be followed by discussion.

3:00 Discussion. Teachers' Salaries. Opened by Superintendent Roberts, of Rochester. To be followed by Superintendent Sprague, St. Cloud, and others.

3:30 Recess.

3:45 Paper. Uniformity of Text-books. By Geo. M. Gage, St. Paul.

4:00 Discussion of the above. Opened by Supt' F. M. Dodge, Winona.

4:30 Paper, (to be followed by discussion.) The Systems of Marking—Their Benefits and Evils. By Ozias Whitman, Red Wing.

TUESDAY EVENING.

8:00 Paper, (to be followed by illustrations and discussion.) Reading in the Public Schools. Miss Julia M. Thomas. Announcements, etc.

WEDNESDAY MORNING.

9:15 Opening Exercises, etc.

9:30 Paper. School Discipline—Its Objects and Methods. By A. P. Tukey, Mankato.

10:00 Discussion of the above. Opened by Rev. J. W. Hancock, of Goodhue county.

10:45 Discussion. A free High and Training School for each county. Opened by Rev. D. Burt, Winona. To be followed by Supt. Chas. Hoag, of Hennepin county, and others.

11:05 Paper. Teachers' Institutes—How to Make Them Successful. By Sanford Niles, of Olmsted county.

11:30 Discussion of the above. Opened by Gen. Geo. C. Smith, St. Paul.

12:00 Discussion. Private Institutions of Learning—to what extent should they be encouraged? Opened by Wm. G. Pratt, of St. Peter.

WEDNESDAY AFTERNOON.

2:30 Paper. The Evils of Cramming. By F. A. Fogg, St. Paul. To be followed by discussion, opened by Supt. Campbell, Hastings.

2:45 Paper. Benefits Derived from Permanency in the Employment of Teachers. By R. D. Carvill, Anoka.

3:00 Discussion.

3:30 Paper. School Statistics—"Do They Pay?" By Supt. Harvey, St. Anthony, followed by discussion, to be opened by Patrick O'Flynn, Scott county.

3:45 Recess.

4:15 Address. Pres. W. W. Folwell. Subject not announced.

4:30 Reports of committees, on resolutions, and on officers for ensuing year.

5:00 Miscellaneous business, discussions, questions answered, etc. Adjournment.

The citizens of Stillwater will entertain gratuitously all attending the Convention.

The St. P. & S. C. R. R. will furnish free return tickets to persons attending the Convention passing over their road. These tickets should be obtained at the ticket office where the passenger buys his ticket. The St. Paul, Stillwater and Taylor's Falls R. R. will return passengers paying full fare to the Convention, on certificate of its Secretary. Other accommodations will be announced as soon as perfected.

H. B. WILSON,
O. V. TOUSLEY,
GEO. M. GAGE,
Committee on Programme.

See page 255 for complete railroad arrangements.

COMMON GROUND.

ABOUT SPELLING.

Children sometimes think they have a pretty hard time of it over their spelling lessons, trying to learn the many and crooked ways there are of putting letters together to form words, trying to remember where the silent letters come in, when to say *ei* and when *ie*, whether it should be *s* or *c*, or *c* or *k*, or *c* and *k* both together, or the many other puzzling combinations that start up at them from every page. But bad as it is, the little Chinese children, or Chinese boys rather, for the girls are seldom taught anything of books, have a great deal harder time of it. Instead of having twenty-six letters, and putting these letters together to form words, they have a different character for every word, so that they have to learn every word in the language before they can read it. It is said that a good business education makes it necessary to learn by heart two thousand of these words, and also to write them readily; and what would be the same as a college education in this country would necessitate the learning of ten thousand; while a very learned man would have to know by heart twenty thousand of them! So, when you are bending over your spelling lessons and thinking what a hard language the English is to learn, just think for a moment of what the Chinese boys have to do, and see if it doesn't make yours seem a little easier. But what a happy day it would be for the children, and for some grown up people, too, we imagine, if words could only

be spelled just as they are pronounced, with no silent letters and no double ones anywhere, with no *s* in one place and *z* in another to represent exactly the same sound, when every word should be spelled with just as many letters as there are sounds in it, and not one more. Then we should be done forever with *c* and *z* and *y*, because the sounds which they represent can all be made by other letters. Then there would be no more spelling books, and of course no more spelling lessons to learn, because every one would know how to spell almost as soon as he learned his letters. Perhaps you do not know that this system of spelling—the Phonetic it is called—has been in use by some people for a long while, and books are even printed in it. Many reporters use it in taking down sermons and speeches, but for some reason it has not found general favor, and until it does we shall have to go on in the old way, learning the long columns of words, one by one, and then, which is harder, remembering them after they are learned. We give below a list of twenty words which were used in the examination of 440 applicants for admission to the junior class of one of the St. Louis high schools. A good way to turn work into play would be to make a little game of the list and use it for a spelling exercise some evening after supper at home. We give not only the words but also the number who failed to spell each correctly:

Indelible, 184; lattice, 38; millinery, 151; eligible, 171; sibylline,

415; oxygen, 37; adjacent, 51; business, 56; hyena, 139; weasel, 104; massacre, 36; sulphur, 83; syllable, 17; vermillion, 382; familiar, 96; chimney 18; vengeance, 315; rhinoceros, 121; valuing, 242; guarantee, 125.—*Advance.*

SUPERINTENDENTS OF GYMNASIUMS.

We have yet to hear of any gymnasium in the land, and of more than one in England, which has over it a man who begins to comprehend what could and ought to be done by one in his position. Harvard University, a while ago, for instance, was in need of a new superintendent for the one belonging to it, and to supply its want was making serious inquiry as to the fitness of an itinerant circus performer—an excellent gymnast, to be sure, but a man having almost no conception of how to impart his knowledge to others, and lacking many of the most important qualities requisite for first getting any one interested in his work, and then for encouraging him on; in short, about as fit for the post as Jem Mace, or some other notorious bruiser would be to lead an army. And he was to take the place of an ignorant negro, who found his stipend so paltry that he was obliged to eke out an existence by giving boxing lessons and keeping an old-clothes establishment in a neighboring cellar!

Such men as these may command respect, and fill their places well; but without doubt, if some one of the large sums of money which are not unfrequently endowing new professorships, and in branches which most of the students have neither the time nor the inclination to take up, were allotted to giving the gymnastic instructor a salary that would place him

on a footing with his brother professors, a man could be had competent to maintain that footing in other respects; and he would be found by getting directly at the physical wants of the whole body of students, and establishing a system which would meet those wants—and carrying it out too—to confer a benefit almost incalculable, and which, in a few years, would be felt wherever throughout the land any pupil of his had taken up his home.

Of course he should be a person of moral and mental calibre sufficient to enable him to command the respect of his pupils, and, it is almost idle to add, should fully understand all that any skilled surgeon does of the anatomy and physiology of the human body, as well as being a thoroughly experienced gymnast.

If gymnastic instruction were made compulsory and regular, the results under the teaching of such a guide would be swift and most gratifying; while, if even only elective, the fact that there was over at the gymnasium an attractive man, who knew to a certainty how to fill out a hollowed chest, bring a high shoulder down to its place, stouten arms and legs, rounding them into graceful symmetry, and who, in short, could tell almost on seeing a man what he needed physically, and show him how to get it—and show him, too, in a way which could not but be convincing—he would soon fill his gymnasium and bring himself to great usefulness, and if he would not also actually draw more men to his college, we are much mistaken.

Do we ask for a man impossible to find? Read what Archibald MacLaren, Professor of Gymnastics at Oxford University (to whom we are indebted for more than one idea set forth here), has to say in his admirably

ble treatise on *Physical Education*, and we have little fear of the conclusion. If such as he were scattered broadcast over this land, wherever a gymnasium is found, it would not be long before we would hear fewer remarks disparaging to American physique, men when exercising would know what they were about, and what they were getting, and the just fears which exist as to what the next generation will be could be omitted.—WILLIAM BLAIKIE, in *Harper's Magazine for August*.

THE KINDERGARTEN.

Switzerland has led off in the true culture of the faculties through Pestalozzi; and Germany, through Frobel, has developed the scientific method of Pestalozzi in his effective and winning educational art. The Kindergarten is a great fact and a far greater promise. It is a sign of the new education that is to train our boys and girls for the science and the art of common life. It means to restore the old paradise and keep the devil out. Look in upon that company of twenty or thirty boys and girls who are under the guidance of an accomplished pupil of Frobel with her assistants. You find them at their lunch around two tables, and laughing and talking as merrily as birds hop and chatter. Glance at the spacious and airy rooms and you see little that looks like keeping school. There are flowers and pictures and birds, and everything pleasant and enlivening. Examine the cabinet of apparatus and the specimens of work. You find no books, but here are geometric blocks of many kinds, paper and sticks for various tasks of the ready fingers and the restless fancy. Here are balls of all sizes for study

and play, and the whole aim evidently is to lead the child to see nature and life for himself, and learn to know real objects instead of mere words. Now lunch is over, and a basket is brought in which holds what looks like a lump of ice covered with cloth. The cloth is taken off, and there is a large piece of clay for modeling. Squares of board are distributed to the scholars, and the clay is divided among them in due proportion, with modeling sticks of the simplest form. The teacher asks of the scholars, in turn, what they propose making, and they reply at once. One says, "I will make a plate;" another, "a basket;" another, "a house;" another, "a snake;" another, "some fowls;" another, "a bird's-nest;" another, "a basket of flowers;" another, "a cake," and so on to the last scholar. To work merrily they go, breaking out now and then in a cheery song, until, with quite different degrees of success, their work is done. The birds-nest and the basket of flowers, and a few other things are quite pretty, while the house and the hens may need some help from imagination to interpret their construction. But all are wide awake, and senses and fingers and thought and fancy are all astir. It is substantial education, and the foundation of wholesome labor and artistic training. This is an exercise that comes only once a week. This over, it is time to rise from the work-bench and go to the more open room for more stirring movements, and for plays, with motions and songs that represent the farm, or garden, or workshop, and carry joy and goodwill into every gesture and tone. Soon school is done, for it lasts only three hours, and the merry, rosy girls and boys come to you, as they go out, and take your hand and give you a graceful courtesy or bow that is worth

more than any stately etiquette of courts.

This is a glance at the Kindergarten on Frobel's plan, and it is evidently a method of training that allows to the utmost variety of adaptation, and invites both loving enterprise and artistic originality without limit. If Frobel had, as some say, more ingenuity and vivacity than inspiration and depth, and if too much of his song is doggerel, and his views smack too much of materialism, these failings do not belong to the principle, but to the man, and he has started a movement which is likely wholly to revolutionize the education of children, and to tell strongly upon all ages of study. Our young people must see things as they are, and learn to observe, compare, judge and act for themselves, or they will be a set of imbecile pedants in a world that is now calling them to have their eyes open and their hands ready, or go to the wall. If the true method is carried out, there is no danger of losing either high inspiration or solid utility. If we open our senses to nature and life, and stir ourselves bravely in all needed play and exercise, the initiative and spontaneous faculties of the reason and will are sure to report themselves, and good healthy affections will give heart and glee to our movement. So, too, the best working training comes, and health and intelligence and good-will that start from right principles go forward bravely to their life work. All this we need, for never before were men called upon to judge and act upon such great principles and interests as now, and civil justice and social science are submitted to our judgment and vote.—*EDITOR'S EASY CHAIR*, in *Harper's Magazine* for August.

LIFE INSURANCE.

We wish to call the attention of our readers to the advertisement of the MISSOURI MUTUAL LIFE INS. CO., which appears on third page of cover. This Company is commended to the insuring public for the following, among other important reasons :

1. It offers inducements to insureds not excelled by those of any other Company.

2. It issues paid up policies on all plans, after the payment of two full annual premiums.

3. Its "Net Premium" and "Seven Per Cent. Policies" are as cheap as any offered to the insuring public, combining advantages, it is believed, unequalled in any other plans of insurance.

4. It is the only Western Company that grants a "temporary extension of insurance," making it almost impossible for any man's policy to lapse by non-payment of premiums. For example, you may pay four premiums, and then stop; but the value of your policy will keep it in force (the conditions therein named being complied with) about four years longer, so as to secure you about eight years of insurance with but four annual payments. This is a benefit obtainable in no other Western Company.

5. Being a Western Company, the MISSOURI MUTUAL realizes better rates of interest, by three per cent., on its investments, and can therefore, in that proportion, give better dividends to policy holders than Eastern Companies can pay.

6. The MISSOURI MUTUAL is a progressive Company having nearly doubled the amount of its business every year since its organization.

7. The assets of the Company are about forty per cent in excess of its liabilities, showing a financial condition with which few companies could, to advantage, compare their own.

8. These reasons, as well as others that might be adduced, render it quite certain that the MISSOURI MUTUAL is destined soon to take its place in the front rank of Western Life Insurance Companies, and that it is worthy to represent the great State from which it takes its name.

EDITORIAL DEPARTMENT.

—THE Convention programmes for our State, and for the Nation, appear elsewhere. Whether we consider them from the local or the National stand point they are suggestive. The topics which will be discussed, and the men who will discuss them in the National Association meetings are suggestive of weighty practical discussions. And the topics to be discussed at Stillwater are, locally considered, no less suggestive, and no less significant. A careful inspection of the programmes of the State Superintendent's Convention, and our State Teacher's Association, will satisfy the live educators of the State, that there should be called forth in the discussions of the various topics a great deal of valuable thought.

The attendance upon these meetings ought to be large, and the interest awakened should be felt throughout the coming year over our whole State.

—It will be noticed, that the managers of the Minnesota State Agricultural Society have availed themselves of considerable space to advertise their premium lists in the MINNESOTA TEACHER. Our patrons abroad will please notice this evidence of the appreciation, in which our periodical is held at home, and the many farmers, probably not less than fifteen hundred to two thousand who are monthly readers of the journal will be glad to have in this form matters so important to them.

—It will be seen that the railroads beyond Chicago, centering in Elmira, where the meetings of the National Teacher's Association are to be held, Aug. 5th, 6th and 7th, will give free return tickets to persons paying full fare to the place of meeting. *We are authorized to say that should a sufficient number of persons apply, reduced rates can be had from St. Paul to Chicago over the West Wisconsin R. R. Persons desiring to avail themselves of this offer are invited to correspond with, or call upon the Editor of the TEACHER.*

—It will be seen that the railroads are generally very liberally disposed towards those who desire to attend the State educational conventions to be held at Stillwater, August 26th to 29th inclusive. We have (1). All the lines under the control of Milwaukee and St. Paul, including the River road, and the route via Prairie du Chien. (2). The St. Paul and Sioux City R. R. (3). The St. Paul, Stillwater and Taylor's Falls R. R.; and (4). The Lake Superior and Mississippi R. R. (essentially.) We expect to add to this the Winona and St. Peter R. R., so that we may announce it in the August TEACHER, which will be issued in a week or ten days. The programmes promise the discussion of a variety of interesting topics, and the people of Stillwater are usually generous in offers of hospitality. It remains now for the educators of the State to put in an appearance promptly and with intelligence.

gent enthusiasm, and the Conventions will be a thorough success.

SPECIAL NOTICE.

Notice is hereby given that all County Superintendents, and all persons who wish to become candidates for appointment to that office, and who desire to be examined for a "First Grade Certificate," will have an opportunity to be examined by the State Superintendent of Public Instruction, or by the President of the State University, sometime during the coming session of the Convention of County and City Superintendents to be held at Stillwater the last week in August.

H. B. WILSON,
Sup't Public Instruction.

BOOK NOTICES.

From H. Enderis, Chicago : *Select German Stories*—Woolworth, Rinsworth & Co., New York and Chicago; Bartholomew's Drawing Books, Nos. 1, 2, 3, 4, 5 and 6.—Primary School Drawing - Cards,—Teacher's Guide ; Companion to Bartholomew's Drawing-Books and Teacher's Guide; Companion to Bartholomew's Drawing-Cards.—From James R. Osgood & Co., Boston; Art Education, Scholastic and Industrial. By Walter Smith, State Director of Art Education, Massachusetts.—American Text Books of Art Education. By Prof. Walter Smith, State Director of Art Education for Massachusetts, Nos. 1, 2, 3, 4, 5 and 6.—From D. Appleton & Co.: Insanity, Its Relations to Crime. By W. A. Hammond, M. D., Professor of Diseases of the Mind, etc., in the Bellevue Hospital Medical College, etc., etc.—From the Government Printing Office, Washington ; A Compendium of the Ninth Census of the United States; Circular of Information of Bureau of Education,

No. 1—1873 ; Historical Summary and Reports on the System of Public Instruction in Spain, Bolivia, Uruguay and Portugal.—From E. Steiger, New York: By Dr. P. Houn (1) Ahn's German Reading Charts, (Hand-Book) ; (2.) Ahn's First German Book ; (3.) Ahn's Second German Book ; (4.) Ahn's Rudiments of the German Language ; (5.) Key to Ahn's Rudiment's of the German Language. From A. S. Barnes & Co., New York and Chicago : A Brief History of the United States.—From Sheldon & Co., New York and Chicago: Stoddard's Primary Pictorial Arithmetic ; Stoddard's American Intellectual Arithmetic ; Stoddard's Combination School Arithmetic ; Stoddard's Complete Arithmetic ; Colton's New Introductory Geography ; Colton's Common School Geography.—Annual Report of the Connecticut Board of Education ; Catalogue of Carleton College, Northfield, Minn. ; Catalogue of Redwing Collegiate Institute Redwing, Minn.

We purpose a very general notice of our best exchanges next month.

A Complete Latin Grammar, for Class use in Schools and Colleges. By G. K. Bartholomew, M. A., 276 pp. 12mo., hf. roan. Retail price, \$1.50. Sample copies and supplies for introduction, \$1.00. The author has endeavored to arrange in a concise and teachable form the principles and laws of the Latin language, as established by the standard authorities, and illuminated by the most recent discoveries of comparative philology. The plan of the Grammar is, in some important respects, new. The Roman pronunciation is exhibited in accordance with the recommendation of the Professors of Latin in the English Universities, and of Harvard University and other leading American Colleges. The inflection

of the verb is presented first, in order that the relations expressed by the several cases of nouns may be more clearly understood by the learner, even while his attention is chiefly confined to memorizing the declensions. The tables of conjugations are so arranged that the eye can quickly discern the distinctions of mode, tense, voice, etc., both in the Latin forms and in the English auxiliaries. The vowel conjugations, comprising the *A E* and *I* verbs, are exhibited in succession, as constituting one natural division on the basis of the stem; while consonant and semi-consonant *U* verbs form another class. This arrangement serves to show more readily how the four conjugations are actually but variations of one. The synopsis of verbs are so arranged by modes, tense-systems and stems, as to be valuable aids to the memory, and models for a useful class exercise, either written or oral, in the formation of every new verb that is learned. The scheme of the four conjugations compared, can also be made useful for a great variety of drilling exercises in Analysis and Synthesis. The different methods of forming the perfect and supine stems, are quite fully illustrated by examples taken from different classes of verbs. The table of irregular formations includes only those verbs in common use which differ in some important particular from the regular formations of stems. A table of verbs which are similar in form, but unlike in conjugation and meaning, is subjoined. The usual case-endings of declension are first presented—followed by the so-called affixes of each declension—with an explanation of the changes made in attaching the endings to the characteristic of the stem. The direct cases are placed in juxtaposition; nominative, vocative,

accusative—followed by genitive, dative, ablative, principally to save, for advanced pupils, useless repetitions in declining words. In place of the long lists of irregular nouns and exceptions usually given, a single alphabetical list of nouns is arranged so as to present at a glance all the peculiarities of any noun, in form, stem, meaning and properties. This table is designed to be used for reference only. In illustrating the derivation of words, care has been taken to keep in view the derived stem, as formed upon and distinguished from the original root of the word. In the treatment of syntax, the examples have been taken directly from the best authenticated editions of the classical authors, and are presented in the original collocation of their words, without the usual mutilations. Particular attention is invited to the simple and philosophic analysis, and exposition of the modes and tenses. The illustrations, in all cases, are made to show how the mode employed in any sentence is determined by the thought to be expressed as it lies in the mind of the speaker or writer. In prosody, brevity is secured, partly by the exclusion of most Greek words, and partly by the omission of the rules whose exceptions are most numerous. But the laws of metre are explained with unusual fullness, to enable the student to read intelligently all the different kinds of verse which he is likely to meet. The book has been prepared in the class-room, and the methods of instruction indicated are in general the results of the author's long experience in teaching Latin, combined with the suggestions of many of his professional friends. All matter which belongs wholly to dictionaries and reference books, has been excluded, and, in general, the rules and remarks introduced are such as are worthy of committing to memory. The index is full and minute.

LIST OF COUNTY SUPERINTENDENTS,

AS REVISED JULY 22, 1873.

Counties.	Superintendents.	Post Office Address.
Aitkin.....	W. H. Williams.....	Aitkin.....
Anoka.....	Rev. J. B. Tuttle.....	Anoka.....
Becker.....	F. B. Chaplin.....	Detroit City.....
Benton.....	Rev. Sherman Hall.....	Sauk Rapids.....
Blue Earth.....	Erastus C. Payne.....	Mankato.....
Brown.....	Ed. J. Collins.....	Leavenworth.....
Carlton.....	William Shaw.....	Thomson.....
Carver.....	J. Thomas Kerker.....	Chaska.....
Cass.....	Chas. A. Ruffee, (Co. Auditor.)	Leech Lake.....
Chippewa.....	J. S. Pond.....	Granite Falls.....
Chisago.....	V. D. Eddy.....	Taylor's Falls.....
Clay.....	J. F. Burnham.....	Glyndon.....
Cottonwood.....	Wm. Prentiss.....	Wlndom.....
Crow Wing.....	James S. Campbell.....	Brainerd.....
Dakota.....	Philip Crowley.....	West Saint Paul.....
Dodge.....	A. M. Church.....	Kusson.....
Douglas.....	Smith Bloomfield.....	Alexandria.....
Faribault.....	R. W. Richards.....	Blue Earth City.....
Fillmore.....	Rev. D. L. Kiehle.....	Preston.....
Freeborn.....	Henry Thurston.....	Shell Rock City.....
Grant.....	Josiah Smith.....	Pomme de Terre.....
Goodhue.....	Rev. J. W. Hancock.....	Red Wing.....
Hennepin.....	Chas. Hoag.....	Minneapolis.....
Houston.....	Dr. J. B. Le Blond.....	Brownsville.....
Isanti.....	Rev. Richard Walker.....	Spencer Brook.....
Jackson.....	E. L. Brownell, M. D.....	Jackson.....
Kanabec.....	Ben. Norton.....	Brunswick.....
Kandiyohi.....	J. H. Gates.....	Harrison.....
Lac qui Parle.....	L. R. Davis.....	Lac qui Parle.....
Lake.....	Christian Wieland.....	Beaver Bay.....
Le Sueur.....	M. R. Everett.....	Le Sueur.....
Lyon.....	Rev. Ransom Wait.....	Lynd.....
McLeod.....	W. W. Pendergast.....	Hutchinson.....
Martin.....	Rev. F. W. Morse.....	Tennhasson.....
Meeker.....	H. L. Dawsorth.....	Litchfield.....
Mille Lacs.....	W. A. Davis.....	Princeton.....
Morrison.....	Lymar W. Ayer.....	Belle Prairie.....
Mower.....	Hon. A. A. Harwood.....	Austin.....
Murray.....	F. N. Byram.....	Ben Franklin.....
Nicollet.....	B. H. Randall.....	St. Peter.....
Nobles.....	T. C. Bell.....	Worthington.....
Olmsted.....	Sanford Niles.....	Rochester.....
Otter Tail.....	N. H. Chittenden.....	Fergus Falls.....
Pine.....	Morton Bryan.....	Pine City.....
Pope.....	Henry G. Rising.....	Glenwood.....
Ramsey.....	D. A. J. Baker.....	Saint Paul.....
Redwood.....	Dr. W. D. Flinn.....	Redwood Falls.....
Renville.....	Carter H. Drew.....	Beaver Falls.....
Rice.....	Geo. N. Baxter.....	Faribault.....
Rock.....	J. Hart Loomis.....	Luverne.....
St. Louis.....	J. L. A. Fish.....	Duluth.....
Scott.....	Patrick O. Flynn.....	Cedar Lake.....
Sherburne.....	P. A. Sinclair.....	Elk River.....
Sibley.....	S. W. Bennett.....	Henderson.....
Stearns.....	Bartholomew Pirz.....	Torah.....
Steele.....	Rev. Geo. C. Tanner.....	Owatonna.....
Stevens.....	R. M. Richardson.....	Morris.....
Swift.....	A. M. Utter.....	Benson.....
Todd.....	H. F. Laubler.....	West Union.....
Wabasha.....	T. A. Thompson.....	Plainview.....
Waseca.....	Henry G. Mosher.....	Waseca.....
Washington.....	Alexander Oldham.....	Stillwater.....
Watonwan.....	Thomas Rutledge.....	Madeelia.....
Wilkin.....	J. D. Boyer.....	Breckenridge.....
Winona.....	Rev. David Burt.....	Winona.....
Wright.....	J. F. Lewis.....	Monticello.....
Yellow Medicine.....	J. A. White.....	Yellow Medicine City.....

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THE
MINNESOTA TEACHER
AND
JOURNAL OF EDUCATION.

VOL. VII. AUGUST, 1873. NO. 8.

NORMAL SCHOOLS.

After a trial of more than thirty years, these institutions have more friends among our best educators than they ever had before. Their usefulness is thoroughly vindicated. They have graduated a class of professional teachers, who are workmen that need not be ashamed. They have become a part of the school system of the foremost States in the Union in respect to public instruction. The teachers whom they have sent out, have, in many instances, been recognized as models of excellence.

These schools, however, differ one from another very much in different parts of our country. This difference is manifest in their organization, their methods, and their apparent tendencies. Perhaps I shall not be able more satisfactorily to designate the difference between these institutions, as they have grown up in the various States, under the leadership of men of differing views, than by saying that some of them are *academic*, others *professional*.

In the best sense every normal school in the land is professional, but what I mean by the above classification, is simply, that the tendencies of the one class are in the direction of mental furnishing, mental discipline, and mental culture; while that which is

strictly professional is chiefly confined to thorough grounding in the true philosophy of education, a careful study of the methods pursued by teachers who have distinguished themselves in the past, together with instruction respecting school management and school legislation. The tendencies of the other class are to develop professional skill, by exercises called practice-teaching, by criticism, by observation, and by theoretical discussions.

Thus these schools differ in respect to organization. The former have no model schools, or if they have them, they are not made use of in a way to draw very considerably upon the time and attention of the teacher-students.

The period for which persons designing to become teachers are connected with these institutions, is, by those managing these schools, felt to be so short, and the education of the students so limited, that they prefer to devote that period to the development of intellectual power upon well established principles, rather than give too much of it to the practice by which professional skill is obtained. Those in charge of the latter class, seize firmly hold of the idea that the design of these schools is professional. The schools are established to teach teachers to teach. In the realization of the fundamental idea underlying these institutions, their students are to come to them with a culture which precludes the necessity of academic instruction, to a great extent, if not entirely. In these normal schools, model schools are a very prominent feature, and practice-teaching is a work in which their students are much engaged.

But these schools differ also in respect to methods. The former look to comprehensiveness—the latter to specialities. The former would, so far as possible, prepare those receiving their training to understand the laws of mental development through the whole period of school life; the latter fix the eye of their students upon those stages of education which belong chiefly to the primary school. While the former would not ignore the fact that in the early stages of childhood, the mind is chiefly affected

by sensible objects, the latter make this the prominent part of their professional training.

The general tendencies of these schools are also different. Before the students of the former, there has been opened up a vista of the grand possibilities of the individual in respect to mental growth and knowledge. They have drank of the pure waters of the "pierian spring," and, as they have not had time to drink deeply, they long for further and more satisfying draughts. They go forth with a burning desire after more knowledge. The normal school has put them upon the track of mental acquisition, and they will pursue that track upon the true normal basis, until life shall end. The students of the latter are sent forth with intense professional zeal. They are thoroughly confident that the methods which they shall pursue as educators, are the true, and the only true ones, and that they will surely revolutionize the business of education in the common schools. They labor straightway, and the fruits of their labors are at once apparent. If their career seems to remind one of the seed sown where it had not much depth of earth, yet the seed which they have received springs up so quickly, that, by its apparent spontaneity, it attracts attention, and these teachers soon attain to considerable influence.

It is not to be supposed that either the one or the other of these theories in respect to normal schools is complete. The academic theory, reduced to practice, produces scholars—persons marked for continuous normal mental growth. It very likely makes fewer, enthusiastic, confident teachers, but perhaps those whom it has produced have had a wiser enthusiasm, and a more rational confidence. Its fruits are not, I think, so immediate in their appearance; but, it is not unlikely that they are richer, and that the trees upon which they are grown continue longer in bearing.

On the other hand, the professional theory, when it is reduced to practice, sends out teachers marked for enthusiasm. Its representatives, like those who contended for the prizes in those games with which *Aeneas* celebrated the anniversary of his father's death, "are able because they think themselves able."

These teachers do well up to a certain point, and if that point is quite soon reached, beyond which they must fail if they attempt to pass, they nevertheless have credit for doing a few things very well.

The normal schools, the date of whose organization is comparatively recent, have been conducted, so far as they have made themselves felt, to any great extent, quite strictly upon the professional theory. To be sure, there has been manifest evidence of considerable drill, quasi-military, physical, vocal, etc., but so far as normal work has been manifest, professional tendencies have been more apparent, than academic. Please bear in mind the special meaning which I have given to these terms.

It becomes, then, a matter worthy of consideration by every lover of common schools in our State, whether of the two, the professional is preferable to the academic organization, with its methods and tendencies.

The schools of New England, which were earliest organized, have been quite largely academic. In proof of this I ask the attention of the reader to the fact that the Board of Education of the State of Massachusetts, by a vote passed January 9, 1866, prescribed the following as the course of study for her State normal schools, four in number. "The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days in each week.

BRANCHES OF STUDY TO BE PURSUED.

First Term.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar and Analysis of the English Language.

Second Term.

1. Arithmetic completed ; Algebra begun.
2. Geometry completed ; Geography and History begun.
3. Physiology and Hygiene.

4. Grammar and Analysis completed.
5. Lessons once or twice a week in Botany and Zoology.

Third Term.

1. Algebra completed; Book-keeping.
2. Geography and History completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

Fourth Term.

1. Astronomy.
2. Mental and Moral Science—including the principles and art of Reasoning.
3. Theory and Art of Teaching,—including :
 - (1.) Principles and Methods of Instruction.
 - (2.) School Organization and Government.
 - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to drawing and delineations on the blackboard; music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

And this has continued to be the basis of instruction, and of work done in the normal schools of that State up to the present time, although "advanced courses" have been provided, to fit teachers for the higher grades of the schools.

In connection with the State normal schools of Massachusetts, there have been no model schools. The class-work of the schools is mostly conducted on the topical plan. The topics are, of course, subdivisions of some general subject, which forms the basis of the recitation. Each science is taken up independently, and also in its connections and relations to other sciences. Vigor of mind, continuity and directness of thought, clearness and conciseness of expression, and grace of manner, all are

sought to be secured. The students are put upon a severe course of mental discipline, designed to test searchingly their mental calibre, and to refine and give power to those who pass through it. In addition to all this, the pupils are tested as to how they would make clear to the minds of learners the difficult points with which they meet. Much time is not spent in daily drill in the actual business of teaching. The educational advancement of pupils, and the great work to be done in the way of mental furnishing, will not warrant it, when the brevity of the period for which the student is connected with the school is considered. Says a recently issued catalogue of one of these schools: "The design of the normal school is strictly professional, that is, to prepare in the best possible manner, the pupils for the work of organizing, governing and instructing the public schools of the Commonwealth. To this end there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; and, *second*, of the best methods of teaching those branches. The primary object is, to train the pupils to the habit of clear thinking and speaking, to give them such command of themselves that they can educate others." And it is true, as I have before said, that, in the highest sense these schools *are* professional. They are professional in that they have now, and have always had a powerful influence in the direction of making teaching truly a profession. They are professional in that, like other professional schools, they teach their students the true theory upon which to base the art which they are to practice. They are thoroughly professional, moreover, in that they put their students upon the track of professional study, as well as professional practice, and send them forth to run an upward race, shining brighter and brighter with the appearance of well-done labors until the close of an honorable career. But then, these are not professional in the same sense that some other schools are professional. They do not make a specialty of object lessons and primary methods of instruction generally. Their students have generally had no opportunities for practice-teaching in model schools. The impressions which they give as to the work of teaching and gov-

erning schools are very different from those given by the normal schools of the newer States, so far as at present prominently known. I am not sure but that, while they are certainly more academic, they are, at the same time, more comprehensively *professional*.

The schools which I have denominated "professional," labor chiefly to develop professional skill. Actual academic work they prefer not to do. They dwell more upon how to teach than how to investigate. They take it for granted that things are known, and so teach how to make known.

For myself I must say that I prefer the plan of organization of the New England normal schools, to those of other parts of our country, characterized by those features which have made me term them "professional." Our own State has embarked so extensively in the establishment and maintenance of normal training schools, and is so favorably situated for the solution of whatever educational problems are submitted to her, that it would seem a great pity for her educators to suffer any pains to be spared necessary to put these institutions upon right foundations. We need not be trammelled by precedents. Our schools have not gone far enough, that they should be considered committed to any special theory of organization and management. It must be conceded that those graduates who have gone forth from these schools thus far, qualified to do them most credit, had been members of these institutions, on the showing of the annual reports, but a very short time. It is desirable, that the inquiry be made and satisfactorily answered: first, what does the State expect these schools to do? And second, upon what plan of organization and management will these expectations be most sure of realization?

Let me consider these questions briefly in a future paper.

G. M. G.

True merit, like the pearls inside of an oyster, is content to remain quiet until it finds an opening.

PRIMARY TEACHING.

As teachers, our first work with our pupils is to become acquainted with them, so as to have a sufficient knowledge of their capacities, wants and prospects, to enable us to arrange their lessons with a view to their usefulness in life. Their lessons should not only be of practical use, but they should be learned in such an order, and by such means as will best cultivate the mental faculties. They should also be conscientiously arranged, and taught according to the true principles of teaching, which are ever in harmony with the natural laws, upon which they are founded.

We will now consider some of these principles as applied to primary education. Little children should use their faculties to discover for themselves what they can in each new lesson, being led in the way of discovery by proceeding from the known to the unknown, and taking one thing at a time in the order of dependence, and never learning signs till familiar with what they represent. All laws for children should be in harmony with the laws of life and growth, neither depriving them of natural rights, or suppressing their social natures.

It is a requirement of natural law, that the tongues of little ones should be busy, and it is the teacher's part to allow a proper amount of time for their necessary work. The same is true of their eyes, ears, hands and feet. It is a remarkable fact that in many schools the faculty of speech is partially lost, instead of being developed, and many ambitious teachers may rob their pupils of half their life, by what is supposed to be excellent discipline. Much ingenuity is lost in keeping silent little tongues that should be busy. If as great efforts were made to train them to truth, more justice would be done them, with far happier results; and kind teachers, who like kind jailors, do what they think must be done for the good of community, would find their task delightful. Tender thoughts should be reared. The social natures of children are to be cultivated. In all the first lessons in school, this aim should be kept in view, and chil-

dren should understand that it is their first business in school to learn to speak and pronounce correctly.

On first entering school, they see much that is new and strange to them. Let them make their observations silently, or otherwise. Let them listen to a lesson in oral composition. They may soon follow the example of other children, and talk freely, or, as in exceptional cases, they may soon be weary from excitement and long for home. Let such be weaned from home gradually. The talking lessons should be informal at first, and about something that makes them feel at home at once, if possible. The ideas of good behavior should be developed, and lessons in politeness given.

Singing and drawing lessons are needed in the first course, also series of object lessons in which ideas of the number, size, form, color, weight, position and direction of objects are separately developed. Simple lessons in botany, natural history and physiology, are quite suitable in the first course, and oral spelling should be made familiar before the letters are shown or reading commenced. It is a gross violation of principle, to teach the letters before the sounds which they represent. They should learn them as signs of what is familiar, and they will easily learn their use.

As an introduction to lessons in the second course, several lessons should be given in which the idea of signs should be fully developed, and in which the child will learn that all spoken words, as well as gestures, are signs, and that printed or written words are used for the same purpose, and that the parts of the written words are signs for the sounds; also, that pictures, drawings, figures and maps, are signs or representations. Give them a large word occasionally. They will take it home and show it as a present.

In the first course of lessons spoken language is taught mainly by oral lessons, with objects. In the second course, written language is taught by oral lessons with signs.

About one hundred lessons, arranged and taught according to true principles are sufficient for learning the art of reading words. To become accomplished readers, they will need some

lessons in elocution, and further mental development; but by the first course of reading they will be put in a fair way of helping themselves, and they will do it. By the courses of instruction marked out, children would be prepared to learn from books, and oral instruction would cease to be a positive necessity—*i. e.*, a good education would be possible with the aid of suitable books, without other teachers.

It is the opinion of many learned people, that the consonant sounds cannot be made distinctly alone. But, as the same consonants, and consonant sounds are used both at the beginning and end of words, we can as well begin and end the sounds separately, as we can begin and end separately the words of which they are the beginning and end.

It would be well to have oral spelling taught to children before they are old enough to be sent to school, or when they first begin to imitate sounds. They are then like mocking birds, busy with their experiments, and they would learn the parts of the words as easily as the words. There would be abundant room for experiment in putting the parts together, and in separating them. Such exercises would be of great use to them in forming correct habits of pronunciation. Their defects in pronunciation are not usually from any defects or immaturity in the organs of speech, but from the want of knowing how to place the tongue.

Little ones have no judgment with regard to the correctness of the pronunciation of those whom they imitate. They are pleased with any instruction in the art of talking, but not eager for correction after having been badly instructed. They are like children of larger growth, who often show an attachment to errors which in their trusting childhood they took for truth. As in consequence of an erroneous impression, the sun sometimes does not seem in the right direction, so truth does not seem to be such when wrong impressions have been made.

It is well known that people in general learn to talk only once, and that little ones learn to speak any language more readily than older ones. It is also well-known that they learn language most readily from other children, or from those whose

thoughts or ideas they can most easily understand ; for unlike mocking birds they wish to understand the meaning of what they hear, and they learn the meaning of many words before they can speak them.

The importance of forming, in early childhood, habits of correct speaking, will not be denied by any for whom this article is intended. The subject comes home to us all. How many of us have learned well all that should be taught in a primary school. Methinks I hear the united response of all enlightened teachers, "Not I."

At Teachers' Institutes and Associations, combined efforts should be made for carrying into practice the true principles of teaching. For what purpose do we meet, but to learn the best methods of teaching, in order to practice them. Let us, then, encourage and sustain each other in acting according to our principles.

Great changes are much needed in primary schools, but to effect them the combined and persevering efforts of good teachers are necessary. Feeble and ineffectual efforts are only stumbling blocks in the way of reform. The leaders of the revolution must be "up and doing, with a heart for any fate." They are now moving—"I see them on their winding way." God help and shield them! May the guardian angels of children be their body guards!

The methods of teaching primary reading will be shown hereafter, and also how, by the conservative principle, the other principles of teaching may be brought into practice, and the true methods gradually introduced into schools in the cities, country villages, and farming districts of our land.

Josephine.

CHINESE PROVERBS.—The ripest fruits grow on the roughest wall.

It is the small wheels of a wagon that come in first.

The man who holds the ladder at the bottom is frequently of more service than he who is stationed at the top.

A REVIEW OF THE DUKE OF ARGYLE'S PRIMEVAL MAN.

AN ESSAY READ BEFORE THE CLASS IN ZOOLOGY IN THE UNIVERSITY OF MINNESOTA, JUNE 17, 1873.

The Duke, in his book on Primeval Man, examines the speculations of Dr. Whately and Sir J. Lubbock. Dr. Whately's position is, "That mere savages never can unaided raise themselves." Sir J. Lubbock's theory is, "that the Primitive condition of man was one of utter barbarism, and that the civilized nations have independently raised themselves."

The Duke, to show that the argument of these writers is weak and open to assault, resolves the inquiry into the primitive condition of man into three questions.

- 1st. The Origin of Man as a Species.
- 2nd. The Antiquity of Man.
- 3rd. His Mental, Moral and Intellectual Condition when first created.

In the following we propose to give some of the main points in his argument on each of these three questions.

As to the origin of man the whole human race has descended from Adam. Man has never seen the origin of any species, but he knows positively that new species of animals have been introduced continuously during vast but unknown periods. How have these different species been introduced? Has the Creator used his living creatures to develop new kinds of life? Yes, says Darwin. No, says Natural History. The founding of new species by the union of even closely related ones is absolutely forbidden by the sentence of sterility which nature pronounces and enforces upon all hybrid offspring. Individuals of the same species reproduce life, but always like their own, and if this likeness varies, the margin of variety is never broad enough to justify the foundation of a new species. Hence the theory of Development ascribes to known causes unknown effects.

As to the objection that the record of Geology, on which we

are chiefly dependent for a knowledge of Primeval Man, is incomplete, Sir Roderick Murchison has proved that parts of that record are complete, and that in them new races spring with sudden perfection into existence. He rejects Darwinism, not because creation by Development is inconsistent with the Bible doctrine of creation, for a proper interpretation of Genesis might possibly harmonize the two doctrines to the greater admiration of God's wisdom; but he rejects it because it is unscientific.

Man cannot be classified with even the highest among the beasts from any points of similarity in their physical organization so as to explain the nearness or distance of man's being, as a whole, to the brute. To this Prof. Owen and Cuvier agree. Prof. Huxley thinks that considering the phenomena of organization alone the difference between man and the gorilla is not such as to justify this wide distinction, but he admits that if in defining man we are to take into account the phenomena of mind, then there is between man and the gorilla "an enormous gulf, a divergence immeasurable and practically infinite." But, as there is scientifically an inseparable connection between mind and organization they must be taken together and interpreted together. So, according to Huxley, man cannot be classified with the gorilla. But man is classified as a bi-manna, and there is apparently very little difference between the hand of a man and the hand of a monkey when laid upon the dissecting table; yet the one is used to climb trees and pluck fruit, the other to weigh the earth, and measure the distance of the stars. Can it be that nature's interpretation of this slight anatomical difference would give to man such wondrous superiority? Prof. Huxley concedes that man's mental superiority is practically infinite; also that mind is the result of cerebral structure and capacity; it follows that there must be a superiority practically infinite in man's brain over the brain of the highest monkey.

This is not the case; for some Hindu skulls have only forty-six cubic inches of capacity; the largest gorilla's upwards of thirty-five, and Sir Isaac Newton's one hundred and fourteen cubic inches. From another writer we quote the following to

show that mental power does not depend upon the size or form of the brain, independently or relatively. "Mental power does not depend on the size of the brain, for the brain of the elephant is larger than that of man; nor on its proportional size as compared with the size of the entire body, for the brain of the elephant is smaller in proportion to its body than that perhaps of any other quadruped, and yet few exceed the elephant in sagacity; and judged by this criterion, several even of the smaller birds must rank above man; nor on the interproportional size of its constituent parts, for then the dog would rank in intelligence below the ox, the orang outang below the porpoise, and the dolphin next to man." Man's distinct characteristics are not to be found in form or organization.

As to natural selection, he states that the human frame diverges from the structure of the brutes in the direction of greater physical helplessness. Such a modification could not take place without inevitable destruction until, first, by the gift of reason and mental capacity, there had been established an adequate preparation for the change. Man must have had human proportions of mind before he could afford to lose bestial proportions of body.

If mental power came simultaneously with the loss of physical power then it was all we can know of a new creation. 'It was a new creation. So far then the evidence is in favor of the originality of man as a species.

Regarding the antiquity of man the Duke believes that, according to the geological record, man existed untold ages ago, that the whole human race descended from Adam, that the usual interpretation of the Scripture chronology is incorrect.

The Hebrew history alone goes back to the creation of man. It mentions secular matters only incidentally, for its object is Religion. Its genealogy is merely the order of succession among a few families, and perhaps is neither consecutive nor complete.

That strong nations lived in parts of the earth remote to the cradle of the human race, about three hundred years after the flood, is a proof that the flood was not universal with respect to

man, or that it occurred at an earlier date than is usually assigned to it. The varieties of man give some weight to the theory that Adam was the progenitor of the white races only; that the black race had been established in Africa before the creation of Adam. It may be that those designated as "Sons of God" were the worshippers of the gods or idolaters, and that those called the "daughters of men" were the "fair" daughters of Adam.

The science of language throws some light upon the antehistorical periods. The fact that the terms for God, for house, for father, mother, son, daughter, for dog and cow, for heart and tears, for axe and tree, are identical in all the Indo-Germanic languages, shows that there was a time when the Germans and the Hindus were living together under one roof, for there is no natural or necessary connection between these sounds and the things signified.

The evidence of Geology has always been, that of all creatures man is the latest work. The unity of the human race depends upon a high estimate of man's antiquity. The older the human family the more probable it is that it has descended from a single pair. No moral or religious truth depends on a short estimate of man's antiquity.

With reference to the primitive condition of man, he thinks that while primitive man may have been ignorant of the arts, he had a higher knowledge of God, and such a balance of faculties as kept him above barbarism. There is no connection between ignorance of the arts, or even a state of childhood and utter barbarism.

Primitive man showed as much ingenuity in the manufacture of implements of bone, wood and stone as is shown in the manufacture of similar instruments of iron and steel. He shows the folly of considering barbarous nations in the primitive condition of man, when History proves that men and nations can sink, and often have sunk to a lower level, and even to barbarism. He accounts for the barbarous tribes and nations by the theory that their ancestors were the weaker individuals of an over-populated country, who were driven out into inhospitable

regions, whither they were unable to carry with them corn or cattle, or where on account of rigors of the climate they could not follow an agricultural or pastoral life. So that whatever arts their fathers knew, suited to a more genial climate, have been and could not fail to be, utterly forgotten by them. The regions inhabited by the Eskimo and Fuegians are such, that in them improvement could not possibly be attained, nor could degradation possibly be avoided.

There is no proof that such ages as the Old Stone Age, and a Newer Stone Age, and a Bronze Age, and an Iron Age ever existed in the world. It is certain that the age of stone in one part of the world was the age of metal in another part. As regards the Eskimo and South Sea Islanders, we are now, or were recently, living in a stone age. The conclusion is, that it must be about as safe to argue from the implements used in the Glacial Age as to the condition of man, as it would be in our own day to argue from the habits and arts of the Eskimo as to the state of civilization in London or Paris.

In style the Duke's book is a model of clearness, force and beauty. It is an armory of weapons to those who would battle for science.

Thomas Bennett.

BENEVOLENCE.—It was remarked by Cicero, that man resembled God in nothing so much as in doing good to others. Benevolence is one of those virtues which redeem the human character from the thraldom of sordid selfishness, and is, indeed, as Shakspeare terms it, like the gentle dew from heaven, refreshing and cheering the kindred virtues of the heart, while it diffuses life and fertility over the place beneath.

Knowledge is valuable in proportion as it is prolific, in proportion as it quickens the mind to the acquisitions of higher truth.

COMMON GROUND.

SIMPLE TESTS FOR MINERALS.

One of the first tests to which a mineralogist submits a specimen is a test of hardness. Hardness is expressed in two ways: By the degrees from one to ten, or by comparison with familiar substances, which are able to scratch it or which it is able to scratch; so we must begin with a

SCALE OF HARDNESS.

1. Talc, laminated light green variety, which is easily scratched by the nail.

2. Gypsum, crystallized. Not easily scratched by the nail; does not scratch a copper coin.

3. Calcite, transparent. Scratches, and is scratched by, a copper coin.

4. Fluor spar, crystallized. Not scratched by a copper coin; does not scratch glass.

5. Apatite, transparent. Scratches glass with difficulty; easily scratched by the knife.

6. Orthoclase, white, cleavable feldspar. Scratches glass easily; not easily scratched by the knife.

7. Quartz, transparent. Not scratched by the knife.

8. Topaz. Harder than flint.

9. Sapphire. Harder than flint.

10. Diamond. Harder than flint. With a knife, piece of glass or copper coin, the hardness is soon determined, and a clue to its name and value obtained.

The minerals, which, like quartz, are not scratched by the knife, are seldom of value as ores. Their principal uses in the arts are as ornaments, or in cutting and polishing:

for example, diamonds, agates, beryls, garnets, topaz, tourmaline and corundum. The most remarkable exception to this is capiterite, and oxide of tin, with a hardness 6 to 7, infusible and insoluble, but which gives the blowpipe reaction for tin.

Ores of metal are usually heavy; and with a small pair of accurate balances, the specific gravity is easily taken. Suspend the mineral freely by a horse hair, from one end of the beam or scale pan, and weigh; next allow it to hang freely in a tumbler of water and weigh again; divide its weight in air by its loss of weight in water, and the result is its specific gravity.

The acid test is also easily applied. Effervescence indicates a carbonate, and is frequently some form of limestone. Iron ores usually dissolve in warm acid, especially if pulverized. So too most other ores of any commercial value are dissolved more or less rapidly by acids and heat.

GOLD AND PYRITES.

Gold and platinum occur in the metallic state and are dissolved only by *aqua regia*. Gold does not occur in large masses, nor is it often crystallized. All these serve to distinguish it from iron pyrites, or fool's gold, of which so many specimens are sent to us for analysis. When pyrites are heated on charcoal before the blowpipe, they give off the well known sulphurous acid fumes and form a magnetic globule. Gold fuses. The specific gravity of gold is 15 to 19, that of pyrites 4.5 to 5; pure gold is scratched by a copper coin,

pyrites are not easily scratched by the knife. Copper pyrites, chalcopyrites, are of a darker or brass yellow color, not so hard as iron pyrites, and dissolve in acid with a green or blue color.

TESTS FOR SOME METALS.

When gold is dissolved in *aqua regia*, the solution should give a purple color with protochloride of tin solution. Gold is also precipitated by sulphate of iron as a brown powder.

Silver dissolved in nitric acid gives a white precipitate with hydrochloric acid, which precipitate is soluble in ammonia. Mixed with carbonate of soda and heated on charcoal before the blowpipe, compounds of silver give white, brilliant metallic globulea.

Lead also gives a white precipitate with hydrochloric acid, but it dissolves in boiling water. With bichromate of potash or iodide of potassium, a beautiful yellow precipitate is formed. Its compounds are very readily reduced on charcoal. Galena often contains silver, which can only be separated from the lead by an assayer.

Very dilute solutions of iron yield dense blue precipitates with yellow prussiate of potash. Since the acids sometimes contain iron, they should be tested first, and the solution greatly diluted. Ores of iron give characteristic black, brown or red streaks on unglazed porcelain.

Lime gives a precipitate with oxalate of ammonia. Barium is precipitated with lime by sulphuric acid.

Zinc and tin are not very difficult to reduce with a blowpipe, and the coatings formed give characteristic shades of green when moistened with nitrate of cobalt.

If our friends, who think they have discovered a rich ore of some sort, will take the trouble to apply

the above simple tests, they will frequently ascertain for themselves that it is not all gold that glitters.

Scientific American.

LEARNING TO WRITE LETTERS.

The first difficulty of almost every boy or girl sitting down to write a letter or an essay is, *How shall I begin?*

Let us first of all look at the case of writing a letter. A boy who is, we will say, at school, or staying with some friend or relation, thinks he will write home, or he is told by his master, or the friend, that he ought to do so. He takes up the pen, and sits brooding over a sheet of paper; but, unless he has some very particular news to send, or some very particular request to make, he cannot get beyond—"My dear Parents." But what I earnestly advise boys and girls to do, is what I used to do myself when a child, and what I have seen other children do with great advantage. Begin as early as possible to practice writing letters, and in general writing things down. I am now supposing that you have learned to read a little, but do not yet go to school. It is plain that no child who is young enough to need or use this advice is old enough to read it, but older brothers and sisters can, and in helping their juniors, they will be helping themselves. The italic characters of common print are much like those of common handwriting, and are easily used by young fingers on a slate, or with a lead pencil on paper—a lead pencil is good to begin with, because it *must* be held firmly if a strong stroke is to be made. A child of nine or ten may most usefully help to give a child of six (who can read) simple lessons in the use of written language; and in doing this the elder

child will be gaining at least as much as he gives. I will suppose that you, Bob, aged twelve, who can read this, have a sister aged six who cannot, but who can still read some things, and can write a very little. You can say to her—"Write down on the slate what sort of day it is; write where mamma's gone to; write down what you think it is o'clock, and what you were doing a little while ago,"—and so on. We will shortly say about the "so on." But it cannot be too often repeated that an older child who teaches a younger in this way will be teaching himself a great deal more than he at the time has any idea of.

There are at least three cases in which perhaps most children feel a desire to *write* to a father or a mother, even when they are all at home together: first, when the pupil has something particular to ask for; second, when he has something particular to offer thanks for; third, when he has something particular to say he is sorry for. In either of these cases a child may feel just enough shyness to make him inclined to write rather than speak. And the use of all such opportunities makes good practice, to begin with, in the art of composition. But, beside this, there are, perhaps, few children who do not invent stories. And I say to any Bill, or Tom, or Jess, or Alice, who reads this, practice as far as you can the writing out of the stories you think of. You will make many mistakes at first, and will still more frequently fall short of what you ought to do; but never mind that at the starting.—*Matthew Brown, in Good Words for the Young.*

Who shall judge a man from manner?
 Who shall know him by his dress?
 Paupers may be fit for princes,
 Princes fit for something less:

THE AGE OF CRAM.

A short time since I chanced to pass one of our large schools just as the children were being dismissed. I noticed that every one of them from the 'wee toddling thing,' to the stalwart boy, carried a pile of books, either in the faded calico bag, or empty lunch basket, or the more dainty strap or book-holder.

As I looked at the troops of children thus loaded I thought of the supplementary schools where their lessons are properly prepared for the morrow.

Follow them to their homes, and as they pile the library or sitting-room table with these books, the sighs 'not loud but deep,' from the tired mother, or the significant glances from the elder sister or maiden aunt, indicate but too clearly who are the teachers of this other and most important school.

Many are the complaints we hear from these compulsory teachers. One friend says, 'I can never leave home early in the evening, for my wife and I have to teach school till 8 o'clock.' An invalid mother apologizes for the disordered appearance of her couch with, 'I have to assist the children with their lessons, otherwise they will miss them, and that is so discouraging to them;' and another says, 'I am wearied to death puzzling over these hard lessons, after attending to my domestic duties all day.' I could fill a page with similar complaints, but they are too familiar to every family to require repetition.

Now the question arises, is it necessary to assist children with their lessons so much at home? If we send them to school, and pay high prices for teachers, why must we do their work? That there are radical defects somewhere, no one can doubt;

but to decide definitely what they are, and then apply the proper remedy, is perhaps more difficult. One defect may be in the school-houses themselves. Let us glance at some of them. Geographies given to a child of nine, contain questions of this character, 'What were some of the causes of the Mexican war?' 'What was the condition of the finances on the election of Mr. Van Buren?' Doubtless the financial and political history of our country ought to be taught, but is it wise to touch on such subjects in geographies designed for the primary department? Or read this 'observation,' taken from a grammar that a child of ten is learning—, The reciprocal expression—one another—should not be applied to two objects, nor each other or one or the other, to more than two, etc.,—but reciprocity among three or more is of one each, or every one, not to one other, solely, to the other, definitely, but to others, a plurality, or to another, taken indefinitely and implying this plurality.'

It makes me breathless when I think what 'observations' are in store for the boys in their senior year. It seems as if 'getting through college' must be like the rich man entering heaven! In most of the arithmetics the rules are stated in such an ambiguous manner, that they fail to explain the idea intelligently; the examples given are not thoroughly worked out, and the prominent idea seems to be, 'How not to do it.'

N. Y. Observer.

EARLY EDUCATION OF SCIENTIFIC MEN.—It appears that the men distinguished in science have usually been born in small towns, and educated by imperfect teachers, who made the boys think for themselves. Nothing is brought out more clearly in the work than that the first desideratum

in scientific education is to stimulate curiosity and the observation of real things, and that too much encouragement of the receptive faculty is a serious error. The author justly laments that the art of observation is not only untaught, but is actually discouraged by modern education. Children are apt and eager to observe, but, instead of encouraging and regulating their instincts, the school-masters keep them occupied solely on internal ideas, such as grammar, the vocabularies of different languages, arithmetic, history and poetry. They learn about the living world which surrounds them out of books, and not through their own eyes. One of the reformations he proposes is, to make much more use of drawing as a means of careful observation, compelling the pupils to draw quickly the object they have to describe, from memory, after a short period allowed for its examination. He is a strong advocate for the encouragement of a class of scientific sinecurists like the non-working fellows of our colleges, who should have leisure to investigate, and not be pestered by the petty mechanical work of continual teaching and examining.—*Popular Science Monthly.*

ORIGIN OF GREAT MEN.—St. Andrew, apostle, was the son of a fisherman; St. John was also the son of a fisherman; Pope Sixtus V., was the son of a swine-herd,—he was also one; Aristotle, of a doctor; Boccacio, of a merchant; Columbus, of a wool-comber; John Basth, of a fisherman; Diderot, of a cutler; Cook, of a servant; Hampden, of a carpenter; Talma, of a dentist; Gesner, of a bookseller; Salvador Rosa, of a surveyor; Euripides, of a fruit woman; Virgil, of a baker; Horace, of a denizen; Voltaire, of a tax collector; Lamothe, of a hatter; Fletcher, of a chandler;

Masillon, of a turner; Tamerlane, of a shepherd; Quinault of a baker; Rollin, of a cutler; Moliere, of an upholsterer; Rousseau, of a watchmaker; Sir Samuel Bowditch, of a silversmith; Ben Johnson, of a mason; Shakespeare of a butcher; Sir Thomas Lawrence, of a custom-house officer; Collins, of a hatter; Gray, of a notary; Beattie, of a laborer; Sir Edward Sugden, of a barber; Thomas Moore, of a swordmaker; Rembrandt of a miller; Benjamin Franklin, of a chandler; Cardinel Woolsey, of a butcher; Napoleon, of a farmer; Lincoln, of a backwoodsman.

GERMAN IN PUBLIC SCHOOLS.—In St. Louis, where some of the German teachers teach but one-half of each day, the number of German teachers employed is the equivalent of 52½ teachers for the entire time. The total number of classes to whom the German language is taught is 395; the total number of pupils, 10,426. The schools of the city are in seven grades, and German is taught in all of them.

In Chicago the number studying German is 4,533. The committee on German report that "the former hostility to the German, arising to a great extent from the misapprehension that only Germans are benefited, seems to have entirely died out." Of the 4,553 studying German, 4,104 were born in the United States, 1,716 being of German parentage, 1,562 being of American parentage, and 1,255 of Irish, Scandinavian and other parentage.

In Cincinnati more than one-half of the pupils in the public schools study German.

Wm. T. Harris, Supt. of schools, St. Louis, presents this consideration favorable to the study of German in the public schools: "The inestimable benefits derived from homogeneity of

population can be reached in no other way than by having all speak the same language. If separate nationalities keep up their own schools, it will result that the Anglo- and German-American youth will not intermingle, and caste distinctions will grow up. If the German children can learn to read and write the language of the fatherland in the public schools, they will not need separate ones. It has been the policy of the Board to introduce German into just as many schools as the circumstances would allow, so that the completest intermingling of nationalities could take place."

A CHINESE SCHOOLROOM.—We were particularly interested in the schoolroom, (Canton,) where the boys are educated; the girls are not educated at all. With its arrangement of tables, desks, blackboard, books and slates, the apartment might be mistaken for a schoolroom at home. All the pupils read the lessons of every sort aloud, and all at once and commit them to memory. The pedagogue differs but little, except in dress, from the schoolmaster the world over. The master in this present school is an ingenuous as well as a spirited man. The instrument of his discipline lay on his desk, and he did not hesitate to admit that he frequently employs it, believing probably in Solomon's instruction, "he that spareth the rod, hateth the son." The Chinese boys have all the manner and modesty of well-bred children. One bright-eyed little lad of eight years, with great reverence, asked Mr. Seward's "honorable age."

Travels Around the World.

THE best lessons a man ever has are his mistakes.—*Anon.*

THE happy man is the one who considers himself so.—*Voltaire.*

SENATOR SUMNER'S LITERARY WORK.

Mr. Sumner is excessively fond of books. The fact is that his reading is well nigh omnivorous, and, science excepted, his knowledge is encyclopedic. The habits of study formed early—when a young scholar he attended the lectures of every distinguished professor in Paris, in every department of knowledge, law, philosophy, art, *belles lettres*, and when, in 1839, at Rome, he embraced in his studies the whole of the Italian literature, reading from 6 o'clock in the morning until 5 in the afternoon, daily, and forsaking his books only to study works of art under the tutilage of the great genius, Crawford, and to converse with the master of Italian language and history, Green, then the American Consul at Rome,—the habits then formed have continued since, and now, with his convalescence, the old passion is renewed in all its fervor. Passing into his study, a few days since, I saw a hundred or more volumes piled in the hall, and learned that they were books which he had recently read and which were to be returned to the Congressional library, and to books from the library must be added the large number he receives daily from his booksellers and from authors. Among other books which the Senator mentioned as having lately read with great satisfaction was a work upon the principles of government, recently published, and from certain references in this to the contributions which the ancient Greek dramatists had made to the science of government, he had been led, he said, to study anew those authors, and had found the greatest profit and pleasure in so doing, especially in the study of Euripides, to

whom he considered the science of government immensely indebted. In reading these authors, the Senator used the Greek, the French and English prose and metrical translations.

Rural New-Yorker.

LABOR IN LITTLE THINGS.—We have no right to pronounce ourselves the wisest people because we like to do all things in the best way. There are many little things which to do admirably is to waste both time and cost; and the *real* question is not so much whether we have done a given thing as well as possible, as whether we have turned a given quantity of labor to the best account.

Ruskin.

A FRENCH student once took a room in Paris, on condition that the landlady would wake him up every morning at eight o'clock, and tell him the day of the week, the state of the weather, and under what form of government he lived.

SOME folks' tongues are like the clocks as run on striking, not to tell you the time of the day, but because there's summat wrong i' their own inside.—*George Eliot.*

DO YOUR DUTY and let wealth come to you, if God will. Then there is hope that your culture and capacity to use it will keep pace with its growth.—*Rev. John Hall, D. D.*

HONEST and courageous people have very little to say about either courage or honesty. The sun has no need to boast of its brightness, nor the moon of her effulgence.—*Hosea Ballou.*

EDITORIAL DEPARTMENT.

STATE EDUCATIONAL CONVENTIONS.

We reprint, with this number of the *TEACHER*, the programmes of, and other announcements respecting, the Annual State Educational Conventions, to be held this year at Stillwater. The people of that city have a wide and enviable reputation in respect to hospitality, and the generosity with which they promise to receive *all* the attendants upon the Conventions is unparalleled, we are informed, in the past records of our associations. This, in advance, we chronicle, and we trust, appreciate.

And, we again call attention to the excellent spirit in which our requests for special rates over the several routes converging in St. Paul, and thus leading to the place where the conventions are to be held, have been met this year. It cannot be denied, that the want of these special rates last year, cast a gloom over the prospects of our Conventions. Teachers' purses are not plethoric of greenbacks, and our State is large, so that we had good reason to doubt whether our organizations would not wane, out of sheer inability on the part of teachers and school officers to meet the necessary expenses of travel, etc. Very happily, however, this year brings to us, in nearly every direction, all the aid which we could reasonably desire or expect. The particulars as to these facilities afforded by the railroads will be found elsewhere, and they should be carefully studied in order that no mistakes be

made whereby individual carelessness comes to ask for special accommodations, which it is impossible for corporations to grant.

We suppose, that the more fully attended, and the more thoroughly practical the Conventions of our State educators become, the more all who are engaged in school work will feel them to be a necessity. If into these meetings there is suffered to come a spirit of jealousy, distrust and discontent; if selfishness and self-opinionateness is asserted to such an extent as to breed disgust, then the meetings languish and become unfruitful, and the wages of these sins is death to Educational Conventions, and to all that is best in respect to education.

We hope for better things than these, from the educators of Minnesota. We hope for a generous rivalry among those engaged in labor for our public schools, a rival effort on the part of all, to see who, in his sphere, will be most loyal to the general welfare, and least tenacious of individual vested rights.

The band of teachers and school officers in this State should be united and in earnest. The spirit to co-operate in every good work should be cultivated. There should be no bickerings, no ungenerous rivalries, no unkind expressions, no efforts to array one interest or the people of one locality against the interest or the people of another. There should be a disposition to truthfulness, and to labor together in love, and with a teachable earnestness.

How many interesting topics will

be brought before the Conventions at Stillwater. How many of those well qualified to do so, will be engaged in thought and study upon the questions there to be discussed! How practical ought to be the results of the deliberations of those days! Not to any vacation pleasure trip, not to an opportunity for self display, not to a place where the interests of a locality or an institution are to be brought into prominent notice and to be promoted, are we, fellow educators, invited. We are invited to inaugurate the work of a new school year, by earnest efforts after the attainment of a higher and broader conception of what we have to do, and how we are to do it; to the consideration of what will promote the highest interests of education in its true sense over our whole State. With this spirit, for these purposes, and with the thorough preparation which the occasion demands, may many educators, from all parts of Minnesota, present themselves at the Stillwater Conventions the current month.

ST PAUL PUBLIC SCHOOLS.

AT THE REGULAR MONTHLY MEETING of the Board of Education, St. Paul, July 7th, 1873, the Committee on Schools, through Geo. A. Hamilton, Esq., its Chairman, presented a report appointing a full list of teachers for the public schools of the city for the year beginning September, 1873. The report was chiefly important on account of the quite general increase of salaries for which it provides. The salary of the Principal of the High School, formerly \$1,600 a year, was placed at \$1,800; the Principals of the Franklin, Jefferson and Madison, (new) schools were fixed at \$1,500; the teachers of same grade had before received \$1,300.

Assistant teachers who had hitherto received \$700, are to be paid \$750 a year; those who had received \$550, \$600, and no teacher is to be employed at a less salary than \$500. The report of this committee was adopted unanimously. Inspector Hamilton, for the Committee on schools, also, offered the following preamble and resolution, which was unanimously adopted:

WHEREAS, Prof. Geo. M. Gage, our Superintendent of Schools, has by his zeal and eminent fitness for the position won our most cordial approbation, therefore, be it

Resolved, That he be retained for the ensuing year.

Inspector Hamilton also offered the following, which was adopted:

Resolved, That the committee on Property, together with the Committee on Expenses, are hereby instructed to visit all the school buildings in the city, and have the buildings, together with all necessary furniture, put in proper repair before the commencement of the schools in September next.

Acting under this resolution, these committees are having all the school rooms of the city put in thorough good order. They have awarded to Mr. J. Davis Wilder, of Chicago, the contract for making the blackboards in the new Madison school building, and also instructed him to re-make every blackboard in the public school buildings of the city. The committee on expenses, J. B. Chaney, Chairman, has awarded the contract for seating, and otherwise furnishing the Madison school building, as well as for the seating of other rooms, which will require new sittings this fall, to the Minnesota Desk Co., Stone, Parker & Co., Minneapolis, a contract amounting to some \$3,500. They use the castings of the Novelty Company, Sterling, Ill.

The principals of the several schools were elected at the meeting

named above: B. F. Wright, High School; George C. Smith, Franklin School; S. S. Taylor, Madison School; F. A. Fogg, Jefferson School; Adam's School, vacancy, (female to be employed at salary of \$750); Washington School, Miss Julia A. Heath; McLean School, Miss Ellen Cathcart; Rice School, John G. Donnelly; Neill School, Miss Dora J. Gibson; Vine Street School, Miss T. M. Rice. Special Teachers: Penmanship, J. D. Bond; German, High and Madison, F. L. Roesel; Jefferson, M. Siebach; Franklin, Miss Seegar.

MEETING OF THE STATE NORMAL BOARD.

The principal business done at the meeting of the State Normal Board, St. Paul, July 22, was:

1st. The acceptance and placing on file of the Treasurer's bonds at Winona and St. Cloud.

2nd. The hearing of partial reports in respect to property on hand at each Normal School building, and instruction of each Treasurer to complete and file with the Secretary, a complete list of such property.

3rd. The election of William F. Phelps, Principal at Winona; Prof. David C. Johns at Mankato; and Prof. Ira Moore at St. Cloud.

4th. The fixing of the salaries of the first and second assistants in each of the schools at \$1,200 and \$1,000 respectively a year.

5th. The election of assistant teachers at St. Cloud and Mankato, and the reference to a committee of the hiring of assistants at Winona.

6th. The limiting and defining of the powers of committees on employment of teachers.

7th. The election of one teacher of Penmanship for the three schools, to act under the direction of the principals.

WE KNOW OF A MONTHLY styling itself educational, whose editor is striving to make himself and his magazine notorious, though, to do so, he has to beg advertisements through other and better periodicals, by pointing the shafts of his envy and malice at the abler men than himself who edit them. His course is low and contemptible—a disgrace to the cause of education, and the city which he represents. We trust our contemporaries understand his object, and will suffer him to play his little role henceforth alone. It is the "Lions part—nothing but roaring."

SCHOOLS AT MADRAS.—The school, maintained by the Madras government, has a hundred and fifty native pupils. Besides this, there are twenty native schools; some Hindoo, some Mohammedan, where pupils are received and taught separately, with careful regard to their social castes. Mr. Seward asked the ryot, who is a spiritual authority, whether education is approved by the Brahmins. "Yes," answered the Hindoo. "Why?" "Because it is pleasing to the gods." "Why does it please the gods?" "Because it improves the mind, and makes it appreciative of heaven."

The poor villagers gathered around the visitors, and some of the older ones seemed desirous of conversation. They gave Mr. Seward an account of the number of pupils in each of the several schools. They seemed confounded when he asked if these numbers included the girls; they replied, only the boys. When asked how the girls are educated, they said, "No girls are educated except Nautch girls."

Travels Around the World.

Be rigid to yourself and gentle to others.—*Confucius.*

OUR BOOK DEPARTMENT.

Nos. 1, 2, 3 and 4, of the AMERICAN EDUCATIONAL READERS, are before us, from the publishing house of Ivison, Blakeman, Taylor & Co., New York and Chicago. No. 5, which, we believe, is now ready, has not yet been received.

There are several points of excellence claimed for these readers, to which we will briefly call attention. First, the care and effort and outlay of money which have been expended in their preparation. They have been compiled by several eminent educators, whose experience and knowledge of the principles of elementary instruction, as well as their special fitness for the preparation of manuals for reading, are extraordinary.

Second. They are called "*The New Graded Series*. It is claimed, that the progress of development of principles involved in good reading,—good reading for the purpose of understanding the subjects, as well as for the purpose of conveying, in an artistic manner, the natural force of an author to another,—is here natural, systematic and complete.

Third. The best of the most advanced ideas are made use of in the preparation of the books of lowest grade, the child being introduced to the business of reading from this book, by a series of lessons combining the word method, the alphabetic method, and the phonetic method.

Fourth. The selections and the treatises on elocution, as well as the illustrations, and the generally attractive make-up of all the books, are highly commended.

Fifth. The last, but, perhaps, (we are sorry to say,) not the least of the merits claimed for these books, is their cheapness. While they contain a large amount and variety of reading matter, they are afforded considerably cheaper than most series. They should be examined by school boards in the Northwest. See advertisement last page of Cover.

From J. R. Osgood & Co., Boston, we have ART EDUCATION, by Walter Smith, teacher of drawing in the Boston City Schools, and State Director of Art Education, for the State of Massachusetts. Of his work, and of his books, we promise our readers more at a future time, when we shall have had an opportunity to prepare to do so important a subject greater justice.

INSANITY IN ITS RELATIONS TO CRIME, is a timely discussion of an important and interesting subject, by a person well qualified to do justice to his subject—W. A. Hammond, M. D. of New York. The subject is considered under two heads, viz: I. The Text, II. The Commentary. The "text" is the details of crimes committed by several persons laboring under fits of temporary, or the subjects of permanent insanity. The "Commentary" is a careful review of the subject of insanity in its relations to individual responsibility and action. We commend the work to the careful perusal of all who have aught to do with influencing the minds of others. New York: D. Appleton & Co.

THE ANNUAL SCHOOL REPORT OF THE STATE OF CONNECTICUT, containing the report of the Secretary of the Board, Rev. Birdsey G. Northrop, has been received and examined. The subject which Mr. Northrop discusses most at length is the question, which it has been well known that Mr. Northrop has had under consideration for several months past, "Should American youth be educated abroad?"

Through the columns of the *Christian Union*, and by private letters stirring up friends of education to speak, Mr. Northrop has brought together numerous protests against a practice now quite general among a large and influential class of American citizens. If the effect shall be as potent for good as we have no doubt Mr. Northrop desires and designs it shall be, we shall be very glad. Meanwhile, who has the statistics in respect to the matter? The article by Col. W. C. Sawyer, which appeared in the *TEACHER* for January, 1873, in regard to "A National University," bore directly upon the point in question, and we hope we shall be excused by the Reverend gentleman, as well as by friends of education who read the *TEACHER*, that we have not considered it necessary to devote space, since that time, to the discussion of that important subject.

AN ANALYSIS AND EXPOSITION OF THE CONSTITUTION OF THE STATE OF WISCONSIN, designed for the use of teachers, advanced classes in schools, and citizens generally. By A. O. Wright. Publishers: Atwood & Culver, Madison, Wisconsin. This is a book of real merit and deserves an extensive sale in Wisconsin, where the law requires that the Constitution of the State shall be taught in the Public schools.

A BRIEF HISTORY OF THE UNITED

STATES. A. S. Barnes & Co., New York and Chicago. Not until recently have our publishers seen that the schools require brief manuals of our nation's history, touching upon those salient points of historic narrative which alone are learned and remembered. None has succeeded in meeting that want better than the author of the text-book whose title is given above.

WE desire the special attention of our readers to the new advertisements of Sheldon & Company. A. S. Barnes & Co., Cowperthwait & Co., D. Appleton & Co., Hadley Brothers, and others, to be found elsewhere.

COLTON'S NEW GEOGRAPHICAL SERIES, published by Sheldon & Company, New York, (Western Agents, S. S. Ventrees and Amos Stevens, 118 and 115 State Street, Chicago,) is in two books. At last it would seem that the dear children are to be relieved from some of the heavy sweating to no purpose but to afflict the mind, the heart, the conscience, the will, and the flesh. The geographers are beginning to relent, and the publishers are willing to let them relent. The "Te Deum" ought to be said and sung in every school-room, for very much of the *tedium* of the schools is past. In these geographies the endeavor is made to give what the children ought to learn, and of course can learn, and to avoid useless and meaningless details and incomprehensible language. The result is manifest, and is worthy of commendation. Before adopting other series, boards of education should examine these.

PUBLISHER'S NOTES.

We have not space to quote here one half of the kind words of contemporaries and friends recently uttered.

We endeavor to appreciate them all, and to reciprocate as far as possible.

It is especially gratifying to be informed, that the District Clerks throughout Minnesota, so many of whom are subscribers of the *TEACHER*, are thoroughly pleased with it. They will like it better next year, for we have special plans in preparation for rendering it useful and entertaining to them, and to their families, as well as to their teachers.

Our list of teachers, who are subscribers of the *TEACHER*, is increasing more rapidly now than has ever been the case since our connection with this periodical, a fact very encouraging to us, and which we hope will be increasingly true henceforward.

Our clubbing offers are probably more full and attractive than those of any similar publication in the United States, and the combinations which we make to enable persons desiring the *TEACHER*, and some useful book, to have them both at greatly reduced rates, is worthy the attention of all.

To ADVERTISERS.—The September number of *THE TEACHER* will be ready for the Conventions, to be held at Stillwater, August 26th to 29th inclusive, and we shall be happy to have your favors for that number at any time prior to August 18th.

ORCUTT'S TEACHER'S MANUAL, price \$1.00, and the *TEACHER* one year, price \$1.50, for \$1.80, the *Manual* to be sent post-paid by the publishers. This combination is bringing us subscribers. See advertisement on a succeeding page.

OUR BEST EXCHANGES.

For clubbing rates with these and many other standard publications, see our advertising pages. We also receive and forward promptly orders for any of them.

LIPPINCOTT'S ILLUSTRATED MONTHLY MAGAZINE is among the most welcome visitors to our table. It is thoroughly loyal to every plan calculated to forward the interests of the great producing and manufacturing regions of our country, and in the departments of literature, science and art it is fully abreast the foremost thought of the times. Published by J. B. Lippincott & Co., Philadelphia.

SCRIBNER'S MONTHLY (Illustrated,) is, under the management of Dr. J. G. Holland, very popular. The general appearance of this magazine is greatly in its favor. Its pages are extremely attractive, not only for what the contributors and editors and artists there reflect, but for the admirable manner in which the publisher does his work. Scribner & Co., New York City.

HARPER'S NEW MONTHLY MAGAZINE furnishes more reading matter than the others of its class; and its illustrations, stories, and literary, political and scientific articles command the attention of the best readers in our land. Its monthly record of current events, science record &c., give it a permanent value. Published by Harper & Brothers, New York City.

THE ECLECTIC, for August, contains a fine portrait of the great novelist, Nathaniel Hawthorne, and a good list of articles which are solidly instructive without being too heavy for summer reading. Its various editorial departments are full and inter-

esting. Published by E. R. Pelton, 168 Fulton St., New York.

THE POPULAR SCIENCE MONTHLY is one of the most valuable publication ventures which this century has produced, and deserves the patronage of every literateur and scientist, and no less of every teacher in our land. In fact, we do not see how these classes of readers can content themselves to get along without it. Published by D. Appleton & Co., Publishers, New York City.

THE ALDINE, as an exponent of art, has no rival in the world. Our readers ought to see it for themselves. The bound volumes of it will make the most beautiful centre-table ornament which a family can obtain. James W. Sutton & Co., Publishers, New York City.

THE PHRENOLOGICAL JOURNAL contains an excellent variety of reading, monthly. Its topics are discussed in a lively, entertaining and instructive style. It deserves an extensive circulation. Published by S. R. Wells, 389 Broadway, New York City.

IN LITTELL'S LIVING AGE, we have a weekly collection of the standard foreign current literature, which gives to the reader the cream of all the foreign literary, political and scientific periodical contributions, and by the reading of which one may be thoroughly well-informed upon almost every great subject which, from time to time, agitates the popular mind the world over. This publication is not inaptly styled a library in itself. Published by Littell & Gay, Boston, Mass.

THE INDEPENDENT, (weekly), is received regularly, and often furnishes something valuable for our "Common Ground." H. C. Bowen, editor and publisher, New York City.

HARPER'S WEEKLY and HARPER'S BAZAR, profusely illustrated, and containing in each weekly number a vast amount of useful and entertaining reading, ought not to be omitted in this enumeration of our *best* exchanges. Harper & Bros., New York.

THE NATION, edited and published by E. L. Godkin, New York, discusses political, social and literary subjects from the standpoint of independent criticism, and is a power wielded in the interests of the broadest philanthropy, the keenest sense of justice, and the most enlightened common sense. Every American ought to read it.

MOORE'S RURAL NEW YORKER. In the care of our not very extensive, dairy, poultry-yard and stock raising ventures, we know not how we should hope for success, but for this best of Agriculturals.

THE SCIENTIFIC AMERICAN. We never omit to turn to this exchange to see what we may clip therefrom for the benefit of our readers, and we seldom send out an issue of the TEACHER, but that it contains something from this valuable weekly. J. B. Munn & Co., New York City.

THE NURSERY does not fail to put in an appearance about the 20th of each month, and if in every family to which the TEACHER is a visitor, the *Nursery* could also be one, we believe there would be thousands of little children improved and made happier. John L. Shorey, Publisher, Boston.

THE SCHOOL DAY MAGAZINE, (J. W. Daughaday, Philadelphia,) is also worthy of mention in this connection.

THE PENNSYLVANIA SCHOOL JOURNAL, edited by J. P. Wickersham, and published at Lancaster, Penn., has recently, in entering upon the twenty-second year of its existence, added to its solid attractions a beautifully engraved title-page. This magazine is evidently flourishing, and we rejoice in its prosperity, and commend it to every one desiring a first-class teachers' journal.

AS WILL BE SEEN by reference to advertising pages, we club at the lowest rates with all the above, as well as many other leading, monthly, weekly and semi-weekly papers, and we will at all times attend to orders for them promptly. Terms cash. Address Geo. M. Gage, St. Paul.

STATE DEPARTMENT.

THIRTEENTH ANNUAL CONVENTION

OF THE

MINNESOTA

STATE TEACHERS' ASSOCIATION,

HELD AT
STILLWATER,
WEDNESDAY, THURSDAY AND FRIDAY, AUGUST 27, 28 AND 29, 1873.

EXECUTIVE COMMITTEE.

V. J. WALKER,	President.
D. L. KIEHLE,	Vice-President.
S. S. TAYLOR,	Secretary.
IRA MOORE,	Treasurer.

ALEX OLDHAM,	Musical Director
Wm. GORRIE,	Chairman of Local Committee.

PROGRAMME

WEDNESDAY EVENING, August 27th.

7:30 Address of Welcome, by	Mayor Doe.
Response on behalf of the Convention.	
Music.	
President's Address.	

THURSDAY MORNING, August 28th.

9:00 Opening Exercises.	
Enrollment Committee, &c.	
9:20 The Model Young Man.	C. H. Roberts.
9:45 Discussion.	

10:10	The Teacher—His Work and Opportunities.	Wm. Gorrie.
10:30	Recess—Music.	
10:40	Discussion.	
11:00	Libraries in Common Schools.	D. L. Kiehle.
11:25	Discussion.	
11:40	Miscellaneous Business and Topics.*	
12:00	Adjournment.	

THURSDAY AFTERNOON.

2:00	Written Examinations as Tests of Proficiency.	S. S. Taylor.
2:20	Discussion.	
2:40	Age of Children to enter School.	J. W. Brock.
3:00	Discussion.	
3:20	Recess—Music.	
3:30	Compulsory Education.	Ira Moore.
3:45	Discussion.	
4:00	Miscellaneous Business and Topics.*	
4:30	Adjournment.	

THURSDAY EVENING.

7:30	Address. Intermediate Schools.	Hon. M. H. Dunnell.
	Music.	

FRIDAY MORNING, August 29th.

9:00	Opening Exercises.	
9:10	Reform Schools.	J. H. Gates.
9:30	Discussion.	
9:50	Acquisition and Use of the English Language.	Jabez Brooks, D. D
10:15	Discussion.	
10:30	Recess—Music.	
10:45	Address.	J. W. Strong, D. D.
11:25	Discussion.	
	Miscellaneous Business and Topics.*	
12:00	Adjournment.	

FRIDAY AFTERNOON.

2:00	The High School.	B. F. Wright.
2:25	Discussion.	
2:40	An established Series of Text-Books.	D. Burt.
3:05	Discussion.	
3:25	Recess—Music.	
3:35	Efficient Teaching.	G. M. Gage.
	Discussion.	
3:50	Miscellaneous Business and Topics.*	
4:20	Report of Committees. Election of Officers.	
5:00	Adjournment.	

* MISCELLANEOUS TOPICS.

1. Educational offices should be filled only by Educational Men.
2. Thorough preparation of Teachers the only hope of our Profession.
3. The Study of the Sciences in the Elementary form in the Primary and Intermediate grades of the Public Schools.

4. The mutual relation of the Common Schools and the Higher Institutions of Learning.
5. The Discipline of Schools—how related to practical life.
6. The place and amount of the Scandinavian and German Languages in the School System.
7. History in Public Schools—how to be taught.
8. The teaching of Geography—how much time should be spent.
9. Sound Educational Legislation—how to be secured.
10. Experience of Teachers in securing Punctual and Regular attendance.
11. Written answers in Recitations—how much to be used.
12. The necessity of a choice of Subjects to be determined upon at each Convention and persons selected to submit papers upon them for publication, or for presentation at the next Convention.
13. Members of the Convention will pass to the Secretary additional Topics for Discussion.

ENTERTAINMENT.—The citizens of Stillwater will furnish free entertainment to members of the Convention.

RAIL ROADS.

Trains arrive at St. Paul—

5:50 A. M.	5:30 P. M.	from Winona—river road.
11:15 "	7:20 "	from Austin—M. & St. P. R. R.
11:15 "	7:20 "	from Mankato—St. P. & S. C. R. R.
9:35 "	7:35 "	from Stillwater—St. P., S. & T. F. R. R.
TRAIN LEAVE ST. PAUL.		
7:00 A. M.	3:15 P. M.	for Stillwater—St. P., S. & T. F. R. R.
9:20 "	8:00 "	for Winona—river road.
7:25 "	4:10 "	for Mankato—St. P. & S. C. R. R.
6:50 "	4:00 "	for Austin—M. & St. P. R. R.

R. R. FARES.—Teachers purchasing tickets on the St. Paul & Sioux City Railroad, will receive free return tickets at the time and place of purchase. The St. Paul, Stillwater & Taylor's Falls Railroad will return members on the certificate of the Secretary of the Convention.

The Lake Superior & Mississippi R. R. Co. will issue round trip tickets for one full fare from Minneapolis, St. Paul and Duluth.

The following letter explains itself, and is of so much importance as to call for its insertion in this connection:

MILWAUKEE & ST. PAUL RAILWAY,
ST. PAUL, July 23d, 1873.

Prof. Gage.—I have received telegram in relation to reduced fare to Teacher's Association at Stillwater, as follows;

"MILWAUKEE, July 22.
J. A. Chandler.—I will carry the Teachers of Minnesota over our lines to St. Paul and return for sixty (60) per cent. of full fare both ways, provided they buy tickets for the round trip before starting. I will not bother about the matter if they don't do it. The committee will see to it that they get their round trip tickets at starting. In Wisconsin the committee did nothing about the matter, I had more trouble than all we got out of the matter was worth, and don't propose to get caught that way, by anybody's carelessness, again. If people are careless they must take the consequences.

(Signed.)

A. V. H. CARPENTER."

I also have a second telegram saying tickets may be sold for meeting named, 24th, 25th and 26th of August, and return tickets to 30th of August, inclusive.

Very truly yours,

J. A. CHANDLER.

Persons designing to attend the meetings of the Association, will confer a favor by sending their names to Prof. Wm. Gorrie, Stillwater, prior to time of Convention.

ANNUAL CONVENTION
 of
 State, County and City Superintendents,
 HELD AT
 STILLWATER,

Tuesday and Wednesday, Aug. 26 and 27, 1873,

PROGRAMME:

TUESDAY MORNING.

9:00 Opening exercises and Business.

9:10 Address by H. B. Wilson, State Superintendent of Public Instruction.
Subject:—The Responsibility of the Superintendent.

9:40 Discussion. What ought our Common School Teachers to study and read? Opened by Rev. D. L. Kiehle, Preston, to be followed by Supt. Sherman Hall, Benton Co.

10:00 Discussion. What means should be pursued to inspire, on the part of teachers, a love for and a zeal in professional study and reading? Opened by Prof. O. V. Tousley, Minneapolis, to be followed by Supt. W. W. Pendergast, McLeod county, and others.

10:30 Paper. Compulsory Education. Is it feasible? Rev. Richard Walker, Isanti county.

10:45 Discussion of the above by Hon. D. A. J. Baker, Ramsey county, and others.

11:05 How to make School Visitations profitable to the Schools. Opened by Smith Bloomfield, Douglas county, to be followed by Supt. E. C. Payne, Blue Earth county, and others.

11:35 Business. Appointment of Standing Committees on—
 1. The Condition of Education in the State.
 2. Improved Methods of Education.
 Appointment of special committee on—
 1. A Uniform Method of Conducting Teachers' Examinations.
 2. A State Uniformity of Text Books.

Discussion.

TUESDAY AFTERNOON.

2:00 Paper. Deadening Effects of Routine. By Prof. W. W. Payne, Northfield College.

2:15 Discussion of the above. Opened by Superintendent Henry Thurston, of Freeborn county.

2:30 Paper. Penmanship in the Public Schools. By Prof. C. C. Curtiss, State Normal School, Winona. To be followed by discussion.

3:00 Discussion. Teachers' Salaries. Opened by Superintendent Roberts, of Rochester. To be followed by Superintendent Sprague, St. Cloud, and others.

8:30 Recess.

8:45 Paper. Uniformity of Text-books. By Geo. M. Gage, St. Paul.

4:00 Discussion of the above. Opened by Sup't F. M. Dodge, Winona.

4:30 Paper, (to be followed by discussion.) The Systems of Marking—
Their Benefits and Evils. By Ozias Whitman, Red Wing.

TUESDAY EVENING.

8.00 Paper, (to be followed by illustrations and discussion.) Reading in
the Public Schools. Miss Julia M. Thomas.
Announcements, etc.

WEDNESDAY MORNING.

9:15 Opening Exercises, etc.

9:30 Paper. School Discipline—Its Objects and Methods. By A. P.
Tukey, Mankato.

10:00 Discussion of the above. Opened by Rev. J. W. Hancock, of Goodhue
county.

10:45 Discussion. A free High and Training School for each county.
Opened by Rev. D. Burt, Winona. To be followed by Supt. Chas.
Hoag, of Hennepin county, and others.

11:05 Paper. Teachers' Institutes—How to Make Them Successful. By
Sanford Niles, of Olmsted county.

11:30 Discussion of the above. Opened by Gen. Geo. C. Smith, St. Paul.

12.00 Discussion. Private Institutions of Learning—to what extent should
they be encouraged? Opened by Wm. G. Pratt, of St. Peter.

WEDNESDAY AFTERNOON.

2:30 Paper. The Evils of Cramming. By F. A. Fogg, St. Paul. To be
followed by discussion, opened by Supt. Campbell, Hastings.

2:45 Paper. Benefits Derived from Permanency in the Employment of
Teachers. By R. D. Carvill, Anoka.

3:00 Discussion.

3:30 Paper. School Statistics—"Do They Pay?" By Supt. Harvey, St.
Anthony, followed by discussion, to be opened by Patrick O'Flynn,
Scott county.

3:45 Recess.

4:15 Address. Pres. W. W. Folwell. Subject not announced.

4:30 Reports of committees, on resolutions, and on officers for ensuing year.

5:00 Miscellaneous business, discussions, questions answered, etc. Ad-
journment.

The citizens of Stillwater will entertain gratuitously all attending the Con-
vention.

The St. P. & S. C. R. R. will furnish free return tickets to persons attend-
ing the Convention passing over their road. These tickets should be obtained
at the ticket office where the passenger buys his ticket. The St. Paul, Still-
water and Taylor's Falls R. R. will return passengers paying full fare to the
Convention, on certificate of its Secretary. Other accommodations will be
announced as soon as perfected.

H. B. WILSON,

O. V. TOUSLEY,

GEO. M. GAGE,

Committee on Programme.

See page 297 for complete railroad arrangements.

AN ACTIVE GENTLEMAN TEACHER desiring a remunerative *occupation* during
the month of September, in the county in which he resides, can obtain one
which will afford him recreation as well as profit, by addressing the Editor.

TEACHERS' TRAINING SCHOOL.

*TO BE HELD AT OWATONNA, STEELE
COUNTY, MINNESOTA, COMMENC-
ING MONDAY, SEPT. 1st, 1873.*

In compliance with Section 81 of the Revised School Law, there will be held at Owatonna, Steele County, Minn., a—

TEACHERS' TRAINING SCHOOL,

For the special benefit of Teachers in the Counties of Steele, Rice, Dodge and Waseca.

It will commence at 9 o'clock A. M., Monday, September 1st, 1873, and continue in session four weeks, or until Friday evening, September 26th.

In the language of the Law, the object of this Training School or Institute is to teach Normal methods of organizing, conducting and teaching a COMMON SCHOOL. None will be employed as Instructors except those who, by their experience and literary attainments, are specially qualified for such work.

The sessions will be held in the Public School building, and will be without any charge for tuition or incidentals.

It is proposed to organize this Training School on the plan of an ordinary school. The Teachers will be divided into classes according to their attainments in the Common School Branches, and a portion of each day will be spent in study and recitations.

Special attention will be devoted to Methods, Theory and Practice of Teaching.

It is expected of every individual in the counties above named, who is unable to take a course of instruction in one of our State Normal Schools, and who expects to engage in teaching in the Common Schools of the State during the coming year, that he will avail himself of the privileges afforded by this School to become better fitted for teaching. The County Superintendents of the counties named will co-operate with the State Superintendent by doing all in their power to make this a profitable time to the Teacher in attendance. Teachers will bring with them their text books upon the common branches, slates, readers, note books and pencils. Evening lectures will be given during the progress of the school, by the State Superintendent and others, upon school organization, government, &c., as well as upon Physiology, Physical Geography, Botany and kindred subjects. It is understood that Teachers can obtain board in the city of Owatonna at hotels, boarding houses, and in private families for, from 75 cents to \$1.00 per day.

Rev. George C. Tanner, County Superintendent, will assist Teachers in securing boarding places.

H. B. WILSON, Sup't Pub. Inst.

Saint Paul, August 10, 1873.

SPECIAL ANNOUNCEMENT.

OFFICE OF MINNESOTA TEACHER,
SAINT PAUL, May 5, 1873. }

As may be seen by reference to our advertising pages, we have given considerable importance to a special arrangement entered into between the well-known publishing house of Thompson, Bigelow & Brown, Boston, and ourself, whereby we are enabled to offer, at a very low price, the excellent treatise of Hiram Orcutt, entitled "Orcutt's Teachers' Manual," to new subscribers to the MINNESOTA TEACHER. We offer the MANUAL, *sent postpaid to any address*, with the TEACHER one year, for \$1.80. The Manual contains 270 pages of matter of great practical value to the mixed school or graded school teacher, and is sold at retail for \$1.00. The TEACHER gives its readers 450 pages of reading matter, and is furnished for \$1.50. We are happy to say that this combination is attracting the attention of teachers, and that our subscription list is increasing on account of it. We shall continue this offer to the end of the current year, and we confidently expect many teachers will avail themselves of its extraordinary advantages.

We present herewith a brief analysis of Mr. Orcutt's work, in order that our readers may judge for themselves of its probable merits. The book contains:

1. The Discipline of the School, including—
 - a. Thorough Organization and Classification.
 - b. The Necessity of Law.
 - c. Work as an Agency in School Discipline.
 - d. Public Opinion as a Controlling Power in School.
 - e. Mental and Physical Recreation as a Disciplinary Agency.
 - f. The Discipline of Punishment.
 - g. The Discipline of Study.
 - h. The Discipline of Instruction.
 - i. The three Methods of Instruction.
 - k. The Discipline of Good Manners.
- II. The Dignity of the Teacher's work.
- III. The Teacher's Qualifications.
- IV. Common Schools—their History and Importance.
- V. Rules for the Divisibility of Numbers.

Address

GEO. M. GAGE,
St. Paul, Minn.

P. S.—We send the TEACHER, alone, six months on trial, for 60 cts. Or we will mail, to any address, a copy of the TEACHER, for examination, on receipt of 15 cents.

SPECIAL NOTE.—As the above-mentioned proposition is of great importance to teachers, we respectfully request each district clerk, who receives the TEACHER, to call the attention of his teachers to it.

THE
MINNESOTA TEACHER
AND
JOURNAL OF EDUCATION.

VOL. VII.

SEPTEMBER, 1873.

NO. 9.

NORMAL SCHOOLS AND MODEL SCHOOLS.

There are two ways of discussing this question, neither of which seems to me just, reasonable or liberal. The former of these is from the standpoint of those in some way especially interested in seeing these schools supported and improved, persons quite directly benefited by these institutions, or those whose convictions of their utility are so deeply rooted as to lead them perhaps too deeply to admire them. These persons are in danger of over-estimating and over-stating the amount of good which has resulted from the establishment and maintenance of normal schools thus far. Their statements may seem to very many to lack the element of candor and moderation, which alone should entitle them to consideration, and give them weight. Those opposing themselves to these, and viewing and discussing this question from an extreme which disqualifies them from stating premises and arguing to conclusions fairly, leave out of account almost every other consideration save that of money expenditure. As I belong to that class feeling an intense interest to see normal schools well sustained, and well conducted in our country, I am aware of the liability which my relations bring to me of overstating their value.

The State, as I understand the matter, is chiefly interested in the teachers' department of the normal schools. If the build-

ings which she has provided for these institutions can be put to a better use than for model schools, one more promotive of the purposes which they should subserve, then she would gladly have them so used. These are State institutions, established for a specific purpose—the providing of suitably qualified teachers. All they do should tend to the consummation of this end. If the maintenance of a half dozen model schools is necessary, in order to secure this result in the best way which circumstances will permit, then, if normal schools are desirable, six model schools are desirable as a part of them. If, on the other hand, under any peculiar circumstances, or on general principles, a less number of these schools will secure more perfectly that which is desired, then a less number should be maintained.

The question of the number of model schools is a subordinate one considered in connection with the normal department. To this question, how many and what model classes are needed to render the work of normal training most effective, I advert. And I remark in the first place, that many, if not the most, of the teachers who in different parts of our country have most effectively vindicated the desirability and usefulness of normal schools, by evincing power and skill in teaching after having been graduated, have been trained in schools with which no model schools were connected. How much better these might have done, had they received the benefit accruing from model schools, I do not know; I only know that it were a very easy task for the writer to enumerate, and call the names of, some of the most distinguished educators connected with public school work throughout our land, who are graduates of normal schools, but of normal schools having no model schools forming a part of them. It would seem to follow, if this be true, that, to say the least, there are circumstances in which normal schools may do their work very effectively without the aid of model schools.

There is another view of these schools often taken by those only partially acquainted with them. It is thought that the model schools are feeders to the normal school. This is not so, at least to any extent which (no other good accruing) would warrant their maintenance. The model schools, under all ordi-

nary circumstances, must be drawn from the immediate neighborhood of the normal. Now if it were true that the normal school drew its attendance mainly, or even largely from the model schools, it would go very far towards invalidating its claim to State support, making it too apparently an institution merely local in its benefits. The fact is, that in a series of years, it will be found, that comparatively few from the model schools have entered the normal department.

And this brings me properly to the consideration of a third point bearing upon this part of the question. Are the normal schools of especial benefit to the neighborhoods in which they are located? I think most assuredly they should be so. It is almost certain, that the pupils attending them will, no law to the contrary, be drawn in greater proportion from that neighborhood, than from any other portion of the State. If the right sort of feeling exists between the head of the normal school and the local directors of the graded schools in the vicinity of his school, the best of his first graduates will generally be employed near the normal school. It is true also, that if these graduates teach satisfactorily, their successors graduating from the school, will find employment, when vacancies occur near their *alma mater*. These considerations should make it apparent to any unprejudiced mind that the normal school in its appropriate work, training teachers for the public schools, is a benefit to the neighborhood in which it is located. But then in addition to this, it should be remembered that the class of under-graduates, teaching in the ungraded district schools near the normal is always quite numerous, pupils in some cases intending when they should have earned the requisite means, to return and finish their course, and teaching all the better for the partial training which they have received; and in other cases, obliged for some reason to give up finishing their course, and yet teaching on for years, carrying the light of normal methods without the parchment indicative of State approval. Then there is the fact that these schools have a local habitation, and that those who run them and those who attend them must live. So the manufacturer, the trader, etc., etc., are benefited. This benefit is felt

most near them. Lastly, I mention the fact that the class of persons brought by the normal school into the city where it is located is one whose tendency is morally and socially elevating. For these reasons I should have no hesitation in saying that, in my opinion, normal schools are especially beneficial to those neighborhoods where they are located.

But to revert again to the model schools. Are they thus locally beneficial? They are supported wholly or in part at least, from tuitions paid by the parents of those in attendance upon them. They do not form a part of the public school system. They are private schools. I am aware that there are exceptions; but this is the rule. The pupils whom they draw, did they not exist, would all, or nearly all of them be in the public schools. They have, in many instances, that kind of home training which would render them sources of good in the common schools. If there is one American idea more hopeful than another in regard to the perpetuity of our institutions, it seems to me to be that which calls the public school good enough for the education of all the children of the republic. And it is to aid in bringing about over our whole land, the realization of this ideal that normal schools are set. Now who are able to send their children to these model schools, and who will patronize them most? If it be the poor, then it must be because the common schools are too poorly managed and taught, and this being true, it is a sad commentary upon the good results flowing from normal schools. On the other hand, if it is the rich, then we have the monstrous anomaly of an institution set to lay the foundations for American social and educational equality, operating favorably to caste and clannishness in society.

I am well aware, that in the advancing of these ideas I put myself upon ground where I must expect to meet opposition, and that from quarters whence much educational light is radiated. Model schools have come to be accepted as forming a necessary part of the normal school system, and as the idea has found favor, that teachers require training in order that they be experts in the art of teaching and governing, it has not been

much called in question whether an entire gradation of under schools were essential to secure efficiency or not. The idea that every normal school building should have apartments for model classes, and for practice-teaching, has found expression in the construction of very many of the normal school edifices erected within the past few years in various States of the Union. Nevertheless, what I believe to be true I feel prompted to say, and I must abide the consequences. What the teacher needs first of all, character being left out of account, is knowledge. He cannot impart what he does not know—he must first of all acquire. Much is said about following the order of nature in the work of education, and not any too much is in danger of being said. This is the order of nature—first to acquire. The second step is that of elaboration. First, let the mind be furnished: then let it compare, analyze and arrange, and last of all let it apply to useful purposes that which it has collected and arranged. Now the pupils who attend our normal schools are generally greatly lacking in the matter of acquisition. The knowledge which they have, too, is chaotic. Of system they are extremely innocent. To do the immense work which the normal school, in the realization of its ideal, should do, is something requiring time and skill.

The grade of teachers which a smattering of knowledge and a few months of training in giving what are called by some object lessons, and by some teaching exercises, are calculated to produce, may be one which the present time and present circumstances demand, and if so, the demand will create the supply; but the normal school ought to feel that it is set to do a much higher and broader work than this. Singleness of aim is a law which must be observed in the matter of mental acquisition. The powers of the human mind are limited, and what power is expended in one channel is lost to another. What I believe is, that the very large majority of pupils which any State of the Union can furnish to the normal schools—and I have been acquainted for the last sixteen years with those of three States, Massachusetts, Maine and Minnesota—what I believe is, that these pupils require to be led first of all, and most of all, to the

great fountains of knowledge, and there taught what to drink, how to drink, and made to drink deeply; in other words, to drop the figure, taught what to study, how to study, and made to study faithfully and perseveringly. We are in danger, in our zeal for methods, of overlooking the matter, of teaching. Of what great use is it that you impress methods of teaching upon a mind unfurnished with the material to be taught? No sane man thinks of occupying the Desert of Sahara with manufacturing establishments. The material to be wrought into beautiful and useful fabrics is not there, and no population could be thence attracted to find labor and sustenance. I remember, in an Eastern town, there was a merchant who, when butter and cheese were scarce, one morning attracted a goodly number of his townsmen to his place of business by posting by his door a sign reading thus: "N. Butter." "N. Cheese." Customers gathered, expecting to obtain new butter and new cheese, and went away in a rage, when they were informed that the letter "N." stood for "No," and that he had no butter and no cheese. May it not be, that graduates from the normal schools, not properly grounded in the rudiments of learning, and in the power to acquire, elaborate and apply knowledge, carrying upon their certificates of graduation—"N. Matter," "N. Methods."—may be compelled, after a brief morning of apparent success, to confess that they really have instead of new matter and new methods—no matter, and that people will say "no matter about your methods."

If what I have said above, be accepted as true, then the question arises, how much of time can be properly devoted to observation and practice-teaching in the normal schools? What is the relation which model schools sustain to the work of acquisition, elaboration and application to useful purposes required to be done in the normal training department? The student preparing for the practice of medicine or law devotes seven years to his college course and his course of study in the special school of medicine or law. He then begins practice, not getting the management, and not being prepared for the management of the most difficult cases at first. You cannot have

a school of practice connected with the law school, the medical school or the divinity school. How many cases there have been of those who on account of faithful study of law, medicine and divinity with their kindred sciences through the years which they devoted to acquisition and elaboration, have been able to hold up the standard of legal, medical and theological learning and practice, and to honor their profession ! And who does not know, that in no other way have men ever, in any broad sense, been able to honor their profession ? These schools take their pupils from the common schools ; they have no other place from which to obtain them ; they want no other place. They take them with such qualifications as they bring. If one should see the examination papers which come from their hands when they apply, they would know that their knowledge is crude and meagre. But they are such as the State can furnish, and they are such that there should be no disposition to find fault with or about them, earnest seekers after knowledge, docile and naturally capable. But the schools can have them under the present plan, only two years or two and one-half years, and they are expected to furnish them for professional work. Teaching has come to be considered as a profession. It is right that it should be so considered. It has always been, in reality, a profession. Dr. Arnold was a professional teacher ; the great Pestalozzi was a professional teacher ; our own David P. Page and Mary Lyon were professional teachers. But how much of time can these aspiring, noble-hearted, but ignorant, student-teachers devote to practice teaching, while they spend but two or three years in preparation to follow, even afar off, those magnates of the past ? Many of the pupils in our rural districts obtain in the little ungraded schools of their neighborhood all the school training they ever have. What is wanted in the teacher who aspires to teach this school ? Emphatically, knowledge ; in the school-room, and out of the school-room, in and out of the school hours, in every family and at every social gathering, the dignity of knowledge.

It must be very well known to all who have examined into the matter with any degree of care, that many of the pupils in

attendance in our normal training schools are dependent almost entirely upon their resources for the means of completing their course. They not only either have earned or must earn the money which they will need, to get through, but they feel, in many cases, that they must economize in every way possible, in order that they may have all they can spare to help others, wholly or in part dependent upon them. I might give details in respect to this, which would draw very largely upon the sympathies of those under whose eye this discussion may fall, but I forbear for obvious reasons. Those pupils are calculated to be the very salt of the common school teacher's profession. They have in them the sterling elements of human nature. The State should give them every encouragement in its power. Who is there, the whole country over, upon whom we may look with more of confidence than upon this class of young people? They have no bad habits sapping the foundations of character. They are not ambitious to secure wealth alone. They seek not for the factitious rewards of political life. Their ambition has led them to seek to enter upon a career of humble usefulness among the children of the people, and they have come to the schools which the people are supporting, that they may be well fitted to do service in the cause which they have espoused. In the interests of American civilization, we should reach forth a helping hand to these worthy young men and women. The State owes it to itself, to its companions in the sisterhood of States, and to the general cause of progress in enlightenment and good polity, that it bury not, but cultivate and foster this spirit which seeks to develop itself in acts of the highest usefulness.

I cannot elaborate the discussion of this point further. There is, I think, but one thought more, bearing upon it, in which those who will read these words will be especially interested. I shall be asked, on what ground do you urge the necessity for normal schools, when you would make the training in them so purely Academic?

The difference of opinion which exists among those who are agreed in respect to the desirableness of normal schools, as to

the manner in which they should be conducted, in order most perfectly to accomplish that for which they are established and sustained, is very considerable. The one class strongly supports the idea, that these schools, since they are maintained to do a specific work—that is to train teachers for teaching—should labor wholly, or mainly, or at any rate, to the maximum possible, in the direction of instructing how to teach; how to create a profound mental impression; how to awaken the mind; how to interest and make pupils enthusiastic in the search after knowledge. On the other hand, the class to which I confess I belong, think that more is really accomplished in the way of fitting those to teach who become students in our normal schools, by creating in them profound mental impressions of the truth which it is necessary for them to know and teach when they shall come to engage in the duties of that profession for which they are undergoing a course of preparation. The former class will be earnest advocates of model schools connected with normal schools, and of much practice in teaching; the latter will find hardly any time for their pupils to give to practice-teaching, and will be less enthusiastic supporters of the idea that model schools are essential to the usefulness of normal schools. The former of these plans seems to me to be based upon a theory not yet possible to be reduced to practice, except at the expense of something more precious than the educator can afford to lose, viz: thoroughness.

I shall not argue this point at length, but pass to speak of some of the things which render normal schools desirable, when model schools are cut off either principally or wholly.

In the first place, there remains every argument in their favor which can be offered in support of Medical, Law or Divinity Schools. You bring together in the normal school those who have a common object,—to engage in the work of teaching. The atmosphere of the school is that peculiar to a Seminary in which teachers are being trained. The language of the class-room, the methods of illustration, the plans pursued in the conduct of recitations, the words spoken in respect to discipline physical, mental and moral, the direction given to the thoughts

of the student everywhere and at all times while he is connected with the normal school, these all forming the staple of his life for the term of two years or more, impress upon him the mark of a teacher, and fit him as nothing else could do for the exercise of the functions of his high office. The student begins his course in the normal almost at the beginning of those branches with which his reasoning faculty was awakened in the district school. He reviews. Old habits of slovenly thinking, and slovenly modes of expression are to be broken up first of all. All the vague impressions of earlier school-days, when the mind was unprepared for deep thinking, are to be made clear, deep and abiding. He is to form habits of investigating accurately and methodically. He is to learn to see the facts of science not as isolated, but related and unified. His mind is to be trained to analyze, compare and elaborate. He is to be enlightened. Then he is to be taught all along, that what he thinks he knows, he really knows to no purpose as a teacher, unless he can express it clearly, and illustrate it forcibly. He must gain the power to speak correctly, pointedly and forcibly; and finally he must learn, that unless he shall, in turn, train his pupils to this same power to learn, and to use what they have learned, he will be a miserable failure as a teacher.

Now all this is disciplinary. These reviews require time. No other institution gives, or can give, the time requisite for its accomplishment. The normal training school stands most firmly upon this admantine foundation. Its pupils are not so disciplined when they come to it, as to permit them to spend much time in practice-teaching. They must study and get the teacher's weapons, being taught by example and by a small amount of practice how to use them. Put upon any other foundation, the normal school must produce more that is showy than substantial. It must have a glory which is of appearance rather than of reality. It is true now as when Bassanio spoke it:

"The world is still deceived by ornament;"

and so it comes to pass not unfrequently, that the "outward show" carries the palm, the silver casket enclosing the head of the "blinking idiot" finds many ready to open it, who, like the

rejected prince, after having seen its contents, are ready to go away in disgust, saying,

"With one fool's head I came to woo,
But I go away with two."

But the normal training school cannot afford to lay itself open, for a moment, to the charge that it labors to render its pupils showy of a knowledge which they in no honest sense possess.

The young girls who present themselves at the door of the normal school for admission, come best when they feel as felt fair Portia, when, in giving herself to her lover, she said:

"But the full sum of me,
Is sum of—something; which to term in groes,
Is an unlessoned girl, unschooled, unpracticed;
Happy in this, she is not yet so old,
But she may learn; then happier in this,
She is not bred so dull but she can learn;
Happiest of all, in that her gentle spirit
Submits itself to be directed."

There are friends of education, who advocate, in one form or another, the idea that the work at present to be done in the normal schools, is to train teachers for teaching, who have already the requisite knowledge. What they are thinking of, I know not. Persons ready to take such a course, do not often present themselves to take the entrance examinations. When they do, they are placed in advanced classes, and allowed to graduate in less than the usual time. Let two things be understood first of all: In the first place, not one out of fifteen who enter the normal schools is a graduate of any literary institution whatever. The pupils of our graded schools very few of them teach. The graduates of those schools belong to a class of families who are not sending their sons and daughters out to teach. They send them perhaps to attend at some fashionable seminary or college, give them the accomplishments, and have them "brought out" in the fashionable circle. In the second place, five-eighths of those who apply for admission to the normal school, have never attended any other institution of learning than a poorly taught, ungraded district school. They are the children of poor, industrious farmers who send them to the normal school that they may obtain there an education, and be trained to teach in the public schools of the State,

thus doing for themselves, their children, and the State a worthy service.

We emphasize, then, the thought, that these schools should level their instruction and training directly at the wants of the class patronizing them. The broad and firm foundation upon which the normal school system is to stand securely, and is to commend itself more and more from year to year, as the people shall feel its beneficent influences, must be, that it takes just such material as the State can furnish to it, gives it the most and the best training and instruction which circumstances and time will permit, and returns it prepared for a real usefulness in the common schools of the Commonwealth. This is practicable. It can be realized. It has been realized, and it is yet to be realized to the joy of all good friends of education in many States of our land.

G. M. G.

FRACTIONAL ANALYSIS AND DEFINITIONS.

We may consider unity, or one, as having been divided into two, or more, equal parts.

If we suppose *one* to have been divided into *two* equal parts, we call one of those parts *one-half*. It is evident, since the whole is equal to the sum of all its parts, that *one* is equal to *two-halves*. If unity be divided into *three* equal parts, and *two* of those parts be taken, we say we have *two-thirds*, and into *four* equal parts, and *three* be taken, we say we have *three-fourths*; into *five*, and *four* taken, *four-fifths*, and so on.

Evidently, such expressions as *one-half*, *two-thirds*, *three-fourths*, *four-fifths*, &c., are used to denote one or more, of the equal parts, into which a unit has been divided.

We call such expressions *fractions*.

Hence,—

Definition 1.—A fraction is an expression denoting one, or more, of the equal parts, into which a unit has been divided.

We see, then, that a unit is divided, in order to produce a fraction; we call the unit thus divided the *unit* of the *fraction*:

Hence,—

Definition 2.—The unit of a fraction is that unit from which the fraction is derived.

It is also evident, that each of the equal parts obtained by the division of the integral unit, may be considered as a unit, a single thing; we call these *fractional units*.

Hence,—

Definition 3.—A fractional unit is one of the equal parts, into which the unit of the fraction has been divided.

We see, that these fractional expressions, *one-half*, *two-thirds*, *three-fourths*, &c., are denoted by compound words; the first is resolved into the words *one* and *half*, the second the words *two* and *thirds*. And we perceive that the latter of these words, in each case, gives the name to the parts denoted by the fraction. We call it the *denominator* of the fraction.

Statement A.—The denominator of a fraction gives its parts their name.

We also see, that, in each case, the denominator of the fraction shows how many of the fractional units are required to make the unit of the fraction.

Statement B.—The denominator of a fraction shows how many of the fractional units are required to make the unit of the fraction.

We also see, in each of these fractions, that the denominator indicates the relative size of the fractional unit as compared with the unit of the fraction.

Statement C.—The denominator of a fraction indicates the relative size of the fractional unit as compared with the unit of the fraction.

We call the denominator a *term* of a fraction.

Hence,—

Combining: The denominator of a fraction is that term, which,

(A) Gives the name of the fractional unit.

(B) Shows how many fractional units are required to make the unit of the fraction; and (C) Represents the size of the fractional units.

But again we see, that, in each of these words used to denote

fractions, the parts *one*, *three* and *four*, show how many of the fractional units are taken, and may be said to number the fraction.

We call *one*, *two* and *three* the numerators of the several fractions.

We call the numerator a *term* of the fraction.

Hence,—

Definition 5.—The numerator of a fraction is that term, which,—

- (A) Shows how many of the fractional units are taken ; and
- (B) Gives the fraction its number.

Making use of figures, we represent fractions by placing a figure denoting the numerator above, and one denoting the denominator below, a short horizontal line. Thus, we write *three-fourths*, $\frac{3}{4}$; *two-thirds*, $\frac{2}{3}$; &c.

G. M. G.

(To be Continued.)

CONDUCTING RECITATIONS.—But the easiest plan of avoiding the defects of the consecutive and promiscuous methods, is to combine them by permitting pupils to recite by turn, EXCEPT when the teacher designates another pupil. If these exceptions are sufficiently numerous, the attention of the class will be universally held by the promiscuous method. The most skillful teacher of oral spelling we have ever known, combined these methods. The words passed rapidly down her class except when she “threw” them to other pupils, which was done so frequently and skillfully, that no pupil felt safe in taking his eye from her. When the recitation closed, every pupil had been tested, and the poor spellers and the listless, idle and careless had received special attention. A little practice will enable any skillful teacher to combine these methods successfully.

—E. H. White, in *National Teacher*.

COMMON GROUND.

LEARNING THE ALPHABET.

Though little is safe from innovation and reform in this era of revolutions, people have had no fear for their A. B. C. Surely it seemed as if no "New Education" need intrude there, and that the little folks, at least, might be spared the pang of forsaking the old and cleaving to the new. But alas! no, there is a new method even for the alphabet, and we must learn that A is a deception, and izzard unphilosophical; and though it seems like parting with our last delusion, we must succomb. It has been not merely stated but proved that children can save, on the average, *one year's time* in their schooling merely through the gain by the new method over the old way of teaching the alphabet.

Our witness to this strong statement is Mr. W. T. Harris, one of the very first authorities on all questions of popular education, and now superintendent of schools in St. Louis. In a report made to the school board of that city, after saying that the primary schools are the most efficient part of the city school system, he ascribes their superiority to the improved method of teaching children to read practiced in them. This, he says, saves fully a year's time as compared with other methods, and he adds the rather surprising assertion that a child of seven years, possessing fair ability, who enters the St. Louis schools ignorant of the alphabet in September, can read in an ordinary newspaper with some degree of

fluency in the following June—that is, at the end of one school-year.

These are not the words of an enthusiast advertising his hobby; but the cool summing up of the results of an experiment tried in all the primary schools of a large city for the last half dozen years. How important the results claimed are, no one who has to do with popular education need be told. It is hardly too much to say that a year gained at seven is not less important than the same time saved at fifteen. What experienced teacher does not know, too, that the education of a great many children is really wrecked on the alphabet? In its weary and unintelligible repetition a distaste for and distrust of school is often established in the minds of children which never afterward can be overcome. Why should it not be so as long as the process of teaching children to read is essentially unreasonable? If a boy is told, for instance, that see-ay-tee spells "cat," he very probably does not believe it. There is no obvious connection between the letters and the word. He can see no reason why they should spell "cat," and, as a matter of fact, these names of letters do not spell it.

But just what is the method which is said to accomplish so much? It is one of the several varieties of phonetic teaching, or teaching by sound. Its basis is the idea that the child ought to learn not the name of the letter, but the sound. He is not to bother his little head with round O and crooked S and the rest of the ugly troup, but is to be encouraged to

learn what these characters mean—that is, their force in words with whose sound he is already familiar. For instance, he is not to learn *see-ay-tee*, *cat*; but, knowing the sound of the word, he is to articulate in succession the sound of hard *c*, short *a*, and *t*, and then to see that these sounds put together really spell it. No scheme has been more laughed at, oftener denounced as "absurd" and "impracticable" than this; and yet it appears in the triumph of full success.

No doubt some of the systems of phonetic teaching have been ridiculous enough. Under any such plan some representative character or letter has to be found for each vowel and consonant sound, and a great trouble has been that the new characters introduced have been so unlike our letters as to constitute a new alphabet, and so the burden upon the child's mind has been increased instead of lessened. It is worthy of especial notice that the system followed in St. Louis reduces this difficulty to a minimum, and to small importance, the different sounds of the same letter being represented in print by different *forms* of the same letter, and not by characters entirely unlike. Thus the transition to the use of the ordinary alphabet is facilitated, and, in fact, the change is made almost insensibly by the St. Louis scholars.

The educational experiment was begun in St. Louis some half-dozen years ago, under such conditions as would probably be thought extremely unfavorable. With little or no warning, the books of the phonetic method were put into the hands of pupils and teachers, and the latter were instructed to go on with the new way and allowed to use no other. Of course, the greater part of them had to learn it for themselves, and it is

the strongest argument for the simplicity and feasibility of the system that under this state of things there has been such a high degree of success. A reform in education which, by its own merits, converts the whole body of teachers required to use it to be its advocates certainly does not lack strength.

We believe that none of our great cities have adopted the St. Louis plan, though some have coquettled with it for years. Its proved success demands more serious attention. A cry of "more time" is continually heard from all our schools. There are so many things to learn, that school authorities have to busy themselves with the discussion of what to exclude from the schools rather than of what they should teach. While this is so, certainly they are great benefactors who show us how to save a year of the, perhaps, six, that American children are allowed to have in school. It is just this gain that Mr. Harris has found the way to make. Some may be incredulous of the results obtained. If they are so, St. Louis is a hospitable city, her schools stand open, and will tell their own story to any who will come and see.

The Independent.

WHAT SHALL WE DO WITH OUR BOYS?

It is as impossible to make a chemist, or an engineer, or a naturalist, of a boy, if he has no special taste or aptness for these studies, as to make a poet out of a Digger Indian. It is no unusual circumstance for parents who have boys just entering upon manhood to come to us desiring counsel in regard to placing them in a chemical laboratory, that they "may learn the trade," as, to their eyes, the business appears remunerative. They have no special genius, no training in

preparatory studies, no decided leaning towards chemical manipulation or research, but the desire is to have them "made" into chemists. There is a mistaken idea, common to many parents, that their children are as well adapted to one employment as another, and that they only need opportunities to learn regarding this pursuit or that, to become proficient and rise to eminence. More than half the sad failures so commonly observed are due to being forced into the wrong road in early life. Young men are forced into pulpits, when they should be following the plough; forced into courts of law, when they should be driving the plane in a carpenter's shop; forced into sick rooms, as physicians, when they should be guiding a locomotive, or heading an exploring party in the Rocky Mountains; forced into industrial laboratories, when they should be in the counting-room or shop.

It is a wise provision of Providence that nearly every boy born into the world has some peculiar distinctive capability, some aptness for a particular calling or pursuit; and if he is driven into channels contrary to his instincts and tastes, he is in antagonism with Nature, and the odds are against him. One of the earliest and most anxious inquiries of parents should be directed to the discovery of the leanings of their children, and if they find that their boy, who they earnestly desire shall adorn the bar or the pulpit, is persistently engaged in constructing toy-ships, and wading into every puddle of water to test their sailing qualities; if he reads books of voyages, and when in a seaport steals away to the wharves, to visit ships and talk with sailors, it is certain he is born for the sea. Fit him out with a sailor's rig, put him in the best possible position for rising to the honorable post of ship-master,

and you have discharged your duty. If, on the other hand, he is logical, discriminating, keen, fond of argument, let him enter the law; if he is fond of whittling, planing, sawing, constructing, and neglects his studies, turn him over to a good carpenter, to learn the trade. If he begins early to spend his pennies for sulphur, niter, oil of vitriol, *aqua fortis*, etc., if he is such a persistent experimenter that you fear he will kill himself, or set your buildings on fire; if his pockets are full of abominable drugs, and his clothing so charged with the odor of stale eggs that you refuse to admit him to the table at meal times, why, the chances are that he is a "born" chemist, and it will be safe to start him off to some technical school for instruction.

The question is, not what we will make of our boys, but what position are they manifestly designed to fill; in what direction does Nature point, as respects avocations or pursuits in life which will be in harmony with their capabilities and instincts? It is no use for us to repine and find fault with the supposed vulgar tastes of our boys. We must remember that no industrial calling is vulgar; every kind of labor is honorable; and it is far better to be distinguished as a first-class cobbler or peddler, than to live the contemptible life of a fifth rate lawyer or clergyman.

There are thousands of boys born into the world possessing scarcely a trace of ambition. Such do not care for distinction, or even for wealth; if they can procure the humblest fare, by constant toil, the aspirations of their boyhood, and subsequently of their manhood, are fully met. They are negative characters, happy with nothing, and suffer no elation or depression, whether in sunshine or under a cloud. These boys, who often afford much mortification to

ambitious parents, fill a most important niche in the world; in fact, the world could not do without them. They constitute the great army of men who build our railroads, tunnel our mountains, load and unload our ships, cut down our forests, and manipulate the red hot iron masses which come from our blast furnaces. We cannot alter the temperaments of such boys. Nature is stronger than we are, and well is it that this is so. We may hold them by the power of wealth or controlling influences, but when these fail, they fall at once to their place, in obedience to a law as irresistible as that which Newton discovered in the fall of the apple. Study to learn what they are capable of doing for themselves; encourage them to do well whatever work is suited to their natures. Regard every calling as honorable, the labor of which is honorably performed, and thus insure happiness and prosperity to our offspring.

Boston Journal of Chemistry.

RALPH WALDO EMERSON ON EDUCATION.

The boys and girls of the Boston Public Schools had their annual festival in the Music Hall on the 3d July, and one of the pleasant incidents of the occasion was the following characteristic address by Ralph Waldo Emerson:

My friends, my very kind countrymen and country-children and country friends:—I have the pleasure, certainly, here at this moment, to remember with joy and pride that my own birth-place was a few streets off from this spot in Boston; that all my education was here, and although now for thirty years I have been absent from the city, and I am sorry to think that not for forty years have I seen a school festival, it was yet my pride

at (here let me think,) eight years old to go to Mr. Haskell's reading public school in School street, to Mr. Snelling's writing school in School street, a public school of this day, and shortly after to the Latin School in School street, in times which—well none of you present can remember or know.

I congratulate the children who are to-day leaving their schools. I congratulate the children who are still to remain. I think there is no city in the world that offers you greater advantages than this. The climate is good, the laws are good, the people among whom you have grown, are good, and the advantages afforded to the scholars in Boston are not surpassed by those in any city of the world. It is always a joy to me to remember the provision in regard to the Bates Library, the Public Library of Boston, that a boy or girl who should bring a medal from the school should be entitled to be a proprietor in the Library as his or her fathers were. I do not know any more graceful act a city could perform to these children than to make a public reward so commanding. I believe, as I was saying, that all the incidents of our Geography, climate, social condition are most favorable to education. No country more so. I think that here the good and the great should be born and educated.

I wish to say one word or two to the boys and girls. Everything depends on you, and you alone in the future. I hope you read the right books. I am afraid there are too many story-books, too many newspapers; that the young people do not read quite as good books as their fathers did. At the same time I wish to say to the boys, let them read Scott, let them read Plutarch, let them read Mrs. Edgeworth's stories.

There is a noble life that you will have to read, or ought to read—the life of Sir Philip Sidney, that hero and pattern of the times and age in which he lived. His friends, his lover, Lord Brooke, says of him that in youth, as a child he had the same bearing and carriage as a man; that in his youth there was nothing to distinguish him from the man who was afterward the hero of Europe. The same gravity, the same solidity belonged to him then as afterward. It is remarkable that some of the better English people have been the same. I think it belongs as much to us that the highest traits should also appear in the form of the child. But I see I am taking too much time, and I will not say any more.

EVILS IN PUBLIC SCHOOLS.

We pride ourselves, not without some show of reason, on our public schools. Our free institutions could not well exist without them. It is right to maintain them at the public expense, because they are established for the public good. The people are wise in resisting all attempts, however plausible, to supersede them by sectarian schools.

The last few years have witnessed a great improvement in these 'Colleges for the People.' In not a few localities the public schools have been elevated to such efficiency that private schools have become almost superfluous. It is a great thing for the children of the rich and the poor thus to meet on the common ground and feel that the way of honor and usefulness is open to all, and that the palm belongs to those who merit it.

And yet, like many other good things, the public school has its objectionable side. The idea of educating all the children together, rich or poor, high or low, in the social

scale, is eminently American. In the true sense of the term, it is both Democratic and Republican. But if we gather in all the children, we will have, not merely the sons and daughters of the rich and the poor, but of the good and bad, the virtuous and the vicious. The school will contain specimens of juvenile depravity, and the bad will in various ways make their presence felt.

The class which will soonest attract attention, and be condemned the loudest, is composed of juvenile roughs and bullies, who tyrannize over all who, through weakness or cowardice, submit to oppression, or are kept by parental authority from employing the means of vigorous self-defence to which they would resort, if left to choose their own course. In a large public school, the boys are often treated with gross injustice and even cruelly by the larger ones. Neither their persons nor their little possessions are safe, and theft and robbery and violence on a small scale are daily perpetrated.

And in the daily duties of the school, there is an abundant chance for small craft and bold deception. Till he is found out, the boy who lies with a steady countenance is believed at the expense of the modest boy, who becomes confused and perhaps silent, under the stern interrogations of the teacher. The indolent boy who borrows from the slates of his neighbors right and left, passes a better examination and goes up to a higher seat. Children deprived of their rights feel it as keenly as do adults. A truthful boy, unjustly punished, his true word rejected and the false one believed, passes through a fearful trial. If he finds no redress, he is sorely tempted, sometimes to take secret vengeance on his enemy, sometimes to conclude that falsehood has the advantage over the

truth. An ambitious boy, deprived by the dishonesty of his competitors of the honors which he has really earned, is tempted either to give up his efforts to excel, or else resort to the devices which he sees others practice with so much success. How are we to keep our children both from imitating these tricks, and from being disheartened by them, when successfully practiced by others?

But even these things are not the worst drawbacks on the public school. The juvenile rough is not always the most dangerous school companion for our boys. There are those who are just as depraved, but to the boyish mind are less repulsive. The boy whose heart is corrupt; whose words are foul and obscene, may also be merry, good-natured, the leader of all of the fun on the playground. He may be generous and courageous, the champion of the weak against the strong in the quarrels that occur. These things make him a hero in the eyes of his school-fellows, difficult to maintain their integrity in the school-room and on the play-ground, as do our business men among the multiplied tricksters of trade.

If any parent doubts the correctness of this representation, let him question his boy about school matters. Nor need he be astonished if he finds his child already injured, perhaps discouraged, from effort, by the unfairness with which his own honest work is treated, and the fictitious progress of others is lauded and rewarded; perhaps beginning to resort to the same devices which he detects in others, and yielding to the impression that in the contests of school life, and possibly all others, truth and honor do not win.

Sunday School Times.

TURNING OUT.

I remember being told, as a little girl, always when walking on the street to keep my right hand close to the houses. "That is the rule, my

child," said my mother; "if everybody observed it, there would be less of confusion and people knocking against each other." And I followed this rule as far as possible, though, as every other rule, it had its exceptions. I often laughed when I saw people dodging about, vainly trying to get out of each other's way, and thought, if they knew mother's rule, how much time and trouble they would save.

But, as I said, this rule has its exceptions. One day I was going to school, carefully keeping to the right, when I saw a great, strong sailor coming along with a heavy box on his shoulders. He had been leaning his burden on the wall to rest himself, and had just got it on his shoulders again as I came up. Of course, I never thought that the heavily laden sailor should go out of the way for me, and I stepped aside to let him pass. "Many thanks, little miss," he said in passing; "I should have got out of your way, but, you know, a light ship always makes way for a heavy one." I smiled and nodded, and went on my way to school with the sailor's words ringing in my ears. I had never heard the expression before, and have never heard it again; but it sank deep into my memory. It often influenced my conduct afterward; and I will tell you how. Sometimes on my way to school I would meet a child, perhaps younger than myself, clasping tightly a little brother or sister almost too heavy to be carried; or a little boy trotting along with "father's dinner" in a basket, in constant fear lest some one should knock against him and do some damage to its contents. Then it was not mother's rule, "Keep to the right" of which I thought, but the sailor's words, "A light ship makes way for a loaded one."

But many people have other kinds

of burdens to bear; burdens which, though they are not seen so easily, are often heavier than those carried in the arms or on the shoulders. Old age is such a burden. Even little children can understand that; and when they meet any one bearing this burden, as they are running and jumping along, they must never forget that "a light ship makes way for a loaded one." My mother had taught me this lesson long before I saw the sailor. "For the old, the blind, and the lame you must always step aside," she used to say.

Family Treasurer.

GRAMMATICAL TECHNICALITIES.

Speaking of grammar, the following conversation is said to have occurred in a railroad car recently between a young lady teacher, who also writes for the ——, and an old gentleman who had a notion that he could speak the English language:

OLD GENTLEMAN. "Are there any houses building in your village?"

YOUNG LADY. "No, Sir. There is a new house being built for Mr. Smith, but it is the carpenters who are building."

GENTLEMAN. "True; I sit corrected. To be building is certainly a different thing from to be being built. And how long has Mr. Smith's house been being built?"

LADY (*looks puzzled a moment, and then answers rather abruptly*). "Nearly a year."

GENTLEMAN. "How much longer do you think it will be being built?"

LADY (*explosively*). "Don't know."

GENTLEMAN. "I should think Mr. Smith would be annoyed by its being so long being built, for the house he now occupies being old, he must leave it, and the new one being only being

built, instead of being built as he expected, he can not—"

Here the gentleman perceived that the lady had disappeared.

Harper's Magazine.

CASTE IN EDUCATION.—For a long time the government itself thought that the low castes need not be educated, and even so lately as 1871 a commissioner says that would do no good to put into the heads of the low people notions, by teaching them to read, that would make them discontented with their present condition, from which they cannot emerge. All the upper classes of the people cordially approved of this policy. It agreed with their prejudices. When low-caste boys began to enter the schools, the others declared they would not submit to the degradation of being associated with them; said they could not sit in the same class without religious pollution; and many left the schools. In many cases they carried their point, and had the low boys excluded. Missionaries and a few teachers resisted this injustice, allowed malcontents to leave, and finally gained a great victory. Now all castes who wish to do so are free to attend the schools, and to gain all the advantages offered by education.

Schools in British India.

ONE GREAT DEFECT IN OUR TEACHERS is, that they are too much inclined to avail themselves of the appliances by which teaching is made easy. Nothing is more fatal to good teaching; let the teacher make use of text books, manuals, and the like, to simplify tasks for his pupils, as far as he thinks judicious, but he should train himself to an absolute independence of them, rather than an easy use of them. An intelligent teacher will no more lean upon such supports than a well man will walk with crutches.

Agassie.

QUESTIONS.—Questions are not meant to display the learning and acquirements of the teacher, but to bring out those of the children. It is a great point in questioning to say as little as possible, and to say that little in a manner which will cause the pupil to think and to say as much as possible. Never, if it can be avoided, communicate a truth in your question. Let the truth be educed from the class. It is better to propose one or two subordinate questions, with a view to bring out the truth, than to tell the pupil anything which he can be led to tell you.

N. Y. Educational Journal.

I LOSE NO OPPORTUNITY OF SEEING SCHOOLS, and learning all that I can about them. The result of my inquiries is this: that a great number of teachers are appointed, without much reference to their being good teachers. They are chosen because they are well recommended, because they are needy and deserving, because they are bright and showy. Very few are appointed on the only true grounds; because they are familiar with the thing they have to teach, and because they intend to devote their lives to the cause of education.

Agassiz

EDITORIAL DEPARTMENT.

THOUGHTS FOR ALL EDUCATORS.

There are some thoughts which should influence all educators, whether at the fireside or in the school. And first, it requires time to perceive to any purpose, and perceived truth must underlie normal thinking. What is thought, primarily, if it be not the combination, comparison, separation and classification of what has been perceived? And to compass this part of primary instruction, room and scope must be given for the playful activity of the child. We make a mistake, when we crowd his intellect with perceptions; for if he perceive too much, he will think too little; and, then, what becomes of permanency and the other objects of instruction? Another thing to be borne in mind is, that we make no substantial educational gain, when we pass beyond the realm of the child's intuitions. Our instruction, then, is of words, and we deceive ourselves and our pupils, if we give and receive words only, as signs of

progress. How much of the teaching in our schools of every grade and name is wretched cramming? How much is true, orderly education? Under the methods pursued, it is often a matter of wonder, that pupils are not sooner compelled, in self-defense, from sheer necessity, in order that they may find opportunity to think, to leave the schools. And it is not strange, that from the abodes of rural quiet, and from the humbler walks of life, have come, oftentimes the profoundest thinkers, and the minds most productive of that which indicates patient, systematic investigation. Nature in her varied and varying forms of beauty and of glory, proved to them a better nurse and a wiser guide, than do the excitements of the commercial center, the imperious demand for rapid attainments on the part of the misconceiving parent, and the too showy and pretentious methods of the teacher. All such workers are, to use the words of another, "either bunglers or charlatans; there are no steam-presses for the intellect, and those

who attach any faith to the recommendations of particular methods of steam-teaching, are surely deceived. For no artist in methods can save the learner the trouble of learning; and no man will ever know more than he has learned by his own strength, beginning with the elements, progressing gradually. There is no help for him who would like to know a great deal, but does not want to learn."

In elementary instruction, (and elementary instruction includes not only primary but intermediate school work,) the teaching method is of the very first importance. The child does not know what are the objects of learning and instruction, nor does he understand at all the steps to be pursued in order to attain these objects. The teacher puts himself in the child's place, and with his riper wisdom, helps him to perceive, think and express, until the day's educational work is skilfully and completely done. In the higher stages, it is for you to ask what is the method best adapted to the science to be taught? For the pupil's habits for securing truth, clearness, permanency and productiveness have been fully formed. You must take higher ground with him now. Your analyses and syntheses must indicate mastery of the subject, and the place of the particular science which you are teaching in the circle of scientific truth must determine what method best serves for its investigation and comprehension.

Our American institutions of education are grand, but American scholarship is a very different thing from the patient life-work, which has been done by the thinkers of other and older lands. We scatter too much,

and stop too soon. When one reads and thinks upon the methodic of a perfect plan of instruction, and carefully considers the conditions of a perfect course of instruction in all its details, sees the beauty of a scheme which would compass the normal development of the innate, intellectual powers, then, indeed, must he realize that very, very few are walking with truth-loving hearts upon the royal way, which will terminate at last where the soul-life is symmetrically perfected.

OUT OF OUR NOTE BOOK.

The following "Chapter in Real Life" may be of interest as a transcript of the experience of others, as it is of our own:

Worth is rather to be esteemed, than position. And yet it is true, that too many teachers are more ambitious to secure position, than they are to fit themselves to fill any position creditably and usefully. As if place without fitness were something worthy the ambition of an ingenuous youth! I have an illustration at hand to-day.

POSITION OFFERED AND ACCEPTED.

A young lady in attendance upon the Normal School, receives a telegram this morning, from one of the best towns in the State, simply notifying her that if she desires a position in a yearly school, she must answer immediately. She is making commendable progress. Our present term has about three weeks to run to reach its completion. She should remain in the school one year after its close, in order that she might thoroughly finish her normal course. But she desires the position, and she replies immediately. She leaves her class and the school, and the probabilities are, judging her case by

many similar ones with which I have been acquainted, that she will never return.

WILL RETURN TO SCHOOL.

But she thinks that she will return. She will teach a year, and then come back and finish her course. Her father is poor. He has already made sacrifices to help her. She has friends with no better education than she possesses, teaching with good success, earning money while she is spending it. She will accept of this position. It is flattering to receive such a call. She can earn some money, and then attend school without being dependent upon any one for pecuniary aid. It will be so nice, too, to bear, thus early, the fruit she should from the training she has already received. And then, you know,—

“The thoughts of youth are long, long thoughts.”

And, indeed it is true, that there are other and desirable positions and relations in life, besides that of teacher—and who knows? But no, no, indeed, it is not that. And let us admit, that it is not that; but still, that may come, and it is more likely to come in the position offered, than in the one now occupied.

THE YOUNG LADY'S CLASS IS GRADUATED.

A year passes away. The class to which the young lady now belongs, is graduated, the few of them who kept straight on to the end. But she is not among them. Perhaps she recalls to her mind the “saddest” words,

“It might have been.”

But her old class is graduated. The associations which made school life dear to her are broken, and cannot be revived. The classmates wont to give her the gladdest, dearest, morning salutation, and the gentlest, most

significant good night, have gone forth with the seal of the State's probation, and the school is no longer the home, which it was, to her.

WILL SHE RETURN?

She will be compelled to enter a new class. Her work will, much of it, consist of reviews. She must begin in the course where she dropped it. She has given quite good satisfaction in the place she has been occupying. She is a year older. New visions of life have dawned upon her mind. The salutary restraints of student life, are not holding her now. She is changed in character, in aims, and in all her views of what will bring to her the highest good, and make her the most useful in the busy world. She can continue to hold the position she has. A small increase of salary is offered. Perhaps she does not find her pecuniary store so greatly increased as she had hoped it would be. Will she return? The chances are against it. It may be true, and it is true, that teaching is a profession. But this young lady has never entered the professional ranks. She has been at Normal School, and she has taught; but she put her hand to the plow, and turned back; she is not fit for, and has not entered into, the kingdom. Of course there are exceptions. The writer would not forget, that he himself, was allowed to go out from the Normal School for one term to teach, while pursuing his course; and he can call to mind many others who have had the same privilege, because they needed it, and that those who have thus gone and returned, have generally succeeded well in after life. But these constitute only exceptions enough to prove the truth of the general rule, that those who thus go out do not return to complete their course of professional study.

THE LESSON TAUGHT.

Student: Learn, I beseech of you, while it will be of use for you to do so, that broken links in the golden chain that binds together school educational life, are not often re-welded; that now is your best, perhaps your only, time to reap the advantages which the school can afford for you. Remember, that the old adage adopted by Poor Richard, has an application for you in your present work:

"I never knew an oft-remov-ed tree,
Nor yet an oft-remov-ed family,
That thrrove so well as those that settled
be."

You may be industrious, but there is need that you also be steady, settled and careful, or you will fail to reach the goal, which, in your moments of better thought and aspiration, you hoped to win. Make every reasonable endeavor to finish your course of study at school. It will pay, in character, which is better than cash. You will have accomplished something, when you have done that. It will nerve you for another and a greater battle in the broad world which lies before you. It will make you more a man and more a woman. By following out in life a course like this, you will place yourself among the few actors upon the world's great stage, who have entered into something of the repose and elevation, which belong to him who wins a crown and wears it.

HOW PROFESSIONAL PROMOTION COMES SAFELY.

Here is an illustration in point. We once knew a young man, who had had two years' experience as a teacher in the common schools of a New England State, prepared and more than prepared, to enter college, taken the full course of a Massachusetts Normal School, and entered upon the work of teaching, in the "high school" of a small town on Cape Ann.

He was prosecuting his vocation with a good degree of success, in the estimation of his patrons, and in his own eyes. His ambition was not satisfied. He believed himself qualified to fill a sphere of wider influence. He read every advertisement of the daily newspapers, headed "Teachers wanted," and his tentacles were constantly put forth. He attended examinations of teachers, and conversed with educational men, and listened to discussions at educational conventions, until, at last, he became impressed with the truth that he would get a better and more lucrative position, when age, study and practice had fitted him to fill it well. This lesson he has never been obliged to unlearn. It is regarded by him as one of the best, if not the best, of his life lessons thus far. He has, since that time, seen at least one man elevated to the highest position in the gift of the people of the United States, who could never have consented to accept the situation, had he acted with due regard to the principle which has been inwrought into his being. And many and many a man has he seen in lower walks, living to point the moral, that

"Pigmies, though perched on Alps,
Are pygmies still."

REPORT OF THE U. S. COMMISSIONER OF EDUCATION.

We have received the report of Commissioner Eaton, and glean from it the following facts of general interest:

Number of normal schools in the United States, 101, employing 778 teachers, and training 11,778 pupils. Forty-eight, giving training to 7,157 students, are supported by States.

Youth, due at school, 14,507,658, requiring on the basis of 40 pupils to each teacher, 362,691 teachers. Nor-

mal schools should furnish 100,000 teachers a year, while they can furnish no more than 4,000.

Number of academies 811, employing 4,501 teachers, educating 98,929 students, and having in libraries 878, 809 volumes.

The report shows that Massachusetts leads in regard to per capita expenditure *per annum* for children of school age, paying \$30.05; North Carolina pays least, 65 cents; Minnesota pays \$5.50.

217 colleges report 19,260 students in collegiate course, of whom 1,419, are females; 298 colleges employ 3,040 instructors.

Number of institutions for the superior education of females, 175, employing 1,617 instructors, and educating 12,228 students.

Scientific and Agricultural institutions reported, 70; 38 having, and 32 not having national land grants.

Theological schools, 108, employing 435 professors, and having 3,351 students.

Law schools, 42, having 51 instructors and 1,976 students.

Medical, and kindred, schools, 92; 61 regular, with 607 instructors and 4,887 students; 3 eclectic, with 25 instructors and 259 students; 9 dental, with 58 instructors and 199 students; and 13 pharmaceutical, with 86 instructors and 650 students.

A total of 1,076 libraries is reported, having 8,514,843 volumes.

Number of museums, 50; 35 connected with colleges, and 8 reporting an endowment of \$525,061.

The sum total of educational benefactions reported is \$9,957,494.28.

Number of blind instructed in institutions in the United States, 1,856; value of property of such institutions, \$3,986,678.71.

Number of institutions for the education of deaf-mutes, 36, employing

267 instructors, and having 4,837 in charge.

There are 26 reform schools, employing as superintendents and assistants, 381 persons, and having 4,280 inmates.

Number of orphan asylums, 77, having 852 superintendents and assistants, and 10,324 inmates.

Patents issued respecting school furniture, 143; desks and seats, 21; pens, pencils and cases, 24; paper fasteners, files and holders, 12; ink and inkstands, 12; ventilation and construction of buildings, 9; hand-stamps, &c., 6; slates, &c., 6; book-cases, stands, and holders, 6; blackboards, &c., 5; chart-holders, 4; copying-presses, 4; erasers, &c., 4; and 21 for improvements in miscellaneous articles.

Educational publications: Firms reporting, 68; books published, 447; readers, 22; spelling-books, 7; geographies, 18; histories, 50; arithmetics, algebras, &c., 28; drawing-books, 17; books in ancient languages, 18; books in modern languages, 12; books on science, 36; books on theology, 31; books on law, 9; books on medicine, 15; dictionaries, books of reference, &c., 189.

The Commissioner closes with a statement of the work accomplished by the Bureau, and recommends an increase in the force of the office commensurate with the great increase in the work to be done; that 10,000 copies of the Bureau's report, annually, on its completion, be put at the control of the Bureau for distribution among its correspondents and the educators of the country. The Commissioner repeats his recommendation that the whole, or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and its interest be divided annually, *pro rata*, between the people of the several States and Ter-

ritories, and the District of Columbia, under such provisions, in regard to amount, allotment, expenditure and supervision, as Congress, in its wisdom, may deem fit and proper.

MINNEAPOLIS PUBLIC SCHOOLS.

From the report of the Board of Education of the city of Minneapolis, embodying the report of the Superintendent, Prof. O. V. Tousley, we gather the following information. The population of the city is 17,000; the number of children of school age, 5,318; number of school buildings, 5; number of school-rooms, 84; rented rooms, 2; estimated value of school property, \$130,000. Two new school houses are building,—one with seating capacity for 120 pupils, and one, 500 pupils. The schools are enumerated as follows: 1 high school; 2 grammar schools; 11 intermediate schools; and 22 primary schools. There are teachers as follows: males, 2; females, 38; music teacher, 1. The average enrollment of pupils for the year has been 1,968. The Superintendent reports improvement in the matter of punctuality, owing to the enforcement of the excellent rules of the Board. Other subjects discussed are: Course of Study, Teachers, Principals, Music, Drawing, and Teachers' Library. The roster of teachers, names and organization of Board, rules for the government of the board, the teachers, the Superintendent and the pupils, complete this valuable and interesting document, which is neatly printed and carefully and creditably arranged.

PRIMARY METHODS.

What are the methods of education? Words are but sounds and meaningless signs, until the ideas or combination of ideas which they are intended to express, have some an-

swering life-pulse in the soul. Truth, then, must first of all be perceived—truth material, truth moral, truth spiritual. It will be in vain, therefore, that the teacher thinks to arouse into active life in the child, that which perception has not already produced there. He is undertaking to solve a problem without the necessary factors, and will miserably fail. But, here, what can the teacher do? Chiefly, he can supply the requisite stimuli to perception, and can guide to true perception. First, we want correct intuitions, that is, perceptions; secondly, correct thought; and thirdly, correct expression. Correct intuitions will give truth; correct thought will minister to clearness; and correct speaking will produce definiteness, permanence, and self-activity. It will not seem strange, but very wise, that Pestalozzi should have said, "Observation is the beginning of all knowledge;" it certainly lies at the foundation of all intellectual development, as well as of every science. But the *child* perceives. The teacher cannot do this for him. The beginnings of education are self-laid. The teacher directs and assists, but the pupil perceives. How important a part, therefore, does early childhood bear in the business of education. Here the foundations for a normal development are laid. No afterwork can undo what has here been done. Here true, clear and full perceptions become the habit, or error comes in, to work its numberless evils.

A QUESTION OF GRAMMATICAL ANALYSIS.

In a city teacher's association, at one of the meetings, a question arose upon the analysis of sentences like the following: He is happy. The question was, of course, upon the predi-

cate. Some teachers analyzed as follows: "*He*" is the grammatical, and also the logical, subject; *is happy* is the grammatical, and also the logical predicate. Others, *He* is the grammatical and the logical, subject; *is happy* is the logical predicate—*is* is the grammatical predicate, and it is modified by the adjective *happy*, which relates to the Pronoun *He*.

The question was referred to the Principal of a leading educational institution, whose analysis was substantially as follows: The thought here expressed may be resolved at once into two principal parts, viz.: *He*, and *is Happy*. The former we call the *subject*, the latter, the *predicate*. The subject consists of but one word, which is in the nominative case, and, therefore, we call it the *Subject-Nominative*. The Predicate may be resolved into two parts, viz.: *is* and *happy*. It is the verb of the Predicate; we, therefore, call it the *Predicate-verb*; *happy* is an adjective combined with *is* to form the Predicate, and we, therefore, call it a *predicative-adjective*; it belongs to the subject, nominative *He*. The relations of the words in the sentences may be symbolized thus:

He is happy.

S. V. pd. a.

We discard the use of the words *logical* and *grammatical* in grammatical analysis, for we have found trouble enough growing out of their use. It will give us pleasure to have the thoughts of teachers upon these questions of grammatical importance in the schools.

PERSONAL.—We clip the following from the *Missouri Messenger* (Mexico, Mo.), Thursday, July 31st, and gladly endorse all that it says of the worth and efficiency of our old friend and former pupil:

We congratulate the authorities of

Bowling Green, Pike county, in securing Prof. G. F. Billings to serve as Principal of their Public School. He is a very worthy and upright gentleman and a most thorough and accomplished teacher. He will bring to bear experience, skill and energy, and for the honor of Audain we are willing to risk him with the ripest teachers or the most proficient scholars old Pike can send against him.

Prof. Billings is a graduate of the Maine State Normal School at Farmington, and brings into use all the severe and critical learning, acquired at that popular institution; hence we have a right to expect just that success that has attended him heretofore and to predict a most flattering future.

NATIONAL EDUCATIONAL ASSOCIATION.

The Association met at Elmira, N. Y., Tuesday, August 5. More than a thousand delegates were in attendance. The members were welcomed by the Mayor, Mr. Luther Caldwell, and by Mr. Geo. M. Diven, President of the Board of Education. President Northrop responded.

The first question discussed was,—“Ought the Chinese and Japanese indemnities to be refunded unconditionally, or be devoted to specific educational purposes?” Opened by Mr. Edward Shippen, of Philadelphia. Discussion continued by Mr. Frank Hall, of Elmira; Mr. John Hancock, of Ohio; Prof's. C. Hammond, of Mass.; Atherton, of New Jersey; W. B. Wedgewood, of Washington, D. C. The subject was laid on the table, to come up under resolution.

Tuesday p. m. Association met in departments. President Elliot, of Harvard, spoke of the National University. He reviewed past legislation on the subject, declaring the same to have been loose, crude and undignified. In his opinion, a national university was inconsistent with the spirit of American institutions. The debate which followed was very warm. The general opinion was, that a national university, under the charge of the General Government, was undesirable.

The Normal Department discussed, "The Duties and Dangers of Normal Schools," and "To what extent, and in what way, ought a Normal School to conform its plans to the region in which it is located?" On the former subject an opening address was made by Richard Edwards, of Illinois.

A paper on "School-house Plans" was read by A. J. Rickoff, city Superintendent of Schools, Cleveland, Ohio.

At the opening of the evening session, Dr. Reid, Chancellor of the University of Virginia, delivered an address eulogistic of the late Dr. Wm. H. McGuffee, Professor of Moral Philosophy in that institution for thirty years previous to his death.

Dr. McCosh, President of the College of New Jersey, then spoke on "Upper Schools." The American school system lacks, he said, an organized system of superintendence and inspection by highly cultivated men, well paid, and ready to examine any school at any time. He believed American colleges imparted as high and useful an education to the general mass of students as the universities of Oxford, Cambridge, or Berlin. They failed only in cultivating a few special students. He discussed the way in which the ninety millions worth of unappropriated lands should be applied to educational purposes. It should not be given to agricultural schools, but applied, in the Northern, Western, and Middle States, to the cause of higher education, and, in the Southern States, to the support of primary and higher schools.

On the second day, Aug. 6, an animated debate took place on Dr. McCosh's paper. An interesting branch of this debate had reference to the gap between the educations afforded by the high schools and the universities. The high schools must be organized, or the academies must be multiplied. Mr. Tappan of Ohio, thought the high schools met the demands upon them, which was not for classical education. Academies should be supplied to do this. With this view, President Elliott of Harvard, agreed. It was not just to ask everybody to pay taxes to establish schools which should furnish elaborate instruction to somebody's child. Hon. Joseph White, of Mass., thought

the high schools should fit for college, for they could meet the wants of a class of men who would never go to an academy. Mr. Raymond, of New Jersey, stood on intermediate ground, regarding the high school and academy on the same plan. The question was closed by a motion, afterwards carried, that a committee should be appointed to consider how the high schools could be so organized as to make them feeders to the colleges, said committee to report at the next annual meeting.

Prof. Jaynes, of Washington and Lee University, read a paper on the "Study of Classics." In the discussion which followed, President Elliott, replying to an inquiry, said that the study of Greek was preferable to that of German, because the Greek was the more perfectly inflected language, and because of the beauty of its literature, but that the practical advantages to be derived from the study of the German would turn the scales in its favor, wherever only one of the languages could be studied.

At the evening session, the paper of Dr. Edwards, President of Illinois Normal University, upon the question, "How much culture shall be imparted in our free schools?" was read by Mr. Carleton, as the writer was too ill to be present. He recommended imparting a very high degree of culture. Mr. W. P. Wickersham, of Pennsylvania, opened the discussion on this paper. In his opinion, all the culture practicable should be afforded. The limit would be found in public opinion, and the wealth of the community.

The following officers were elected for the ensuing year:

President, S. H. White, Illinois; Secretary, A. P. Marble, Massachusetts; Treasurer, John Hancock, Ohio; Councilors at Large, Birdsey G. Northrop, Connecticut, and John Eaton, District of Columbia; Vice Presidents, Dr. James McCosh, New Jersey; Dr. G. P. Hayes, Pennsylvania; Dr. Daniel Read, Missouri; Miss D. A. Lathrop, Ohio; Mrs. M. N. Stone, Connecticut; Mr. J. W. Dickinson, Massachusetts; Mr. James H. Binford, Virginia; Mr. W. F. Phelps, Minnesota; Mr. E. H. Fairchild, Kentucky; Mr. R. W. Creer, Maryland; Mr. John Swett, California;

Mr. N. A. Calkins, New York; also a Board of Councilors, consisting of one member from each State represented in the Association.

We call the attention of our readers to our new announcements respecting *premiums and commissions*; also, our new *clubbing arrangements*, and to our offers of "*Teacher's Manual*," &c., to new subscribers. As the fall terms of schools, and the teacher's institutes, are opening, and will be in session, we hope those who desire the success of the *TEACHER*, will recommend it those who are not subscribers, and that we may have considerable increase of our subscription list.

County Superintendents can aid us by taking a personal interest in increasing our circulation, and we will endeavor not to be remiss in reciprocating such favors.

We regret that one or two letters containing names of subscribers who requested one or the other of the *Pocket Dictionaries*, and which were laid aside, have been lost. The sub-

scribers' names were, however, entered, and on writing to us they shall receive the book.

On receiving notice that any of our subscribers have failed to receive the *TEACHER*, we always remail missing numbers.

We receive, and attend promptly to orders for printing circulairs, school and legal blanks, &c., &c.; also binding. School districts having sets of the *TEACHER*, which they wish to have bound, can have them done through us on the most favorable terms.

That was indeed a most cordial handshake of a friend, whose reputation is national as an educator and an educational writer: "I CONGRATULATE YOU ON THE INCREASING SUCCESS OF THE MINNESOTA TEACHER. IT IS ONE OF THE VERY BEST OF THE EDUCATIONAL JOURNALS."

Read carefully our new advertisements.

OUR BOOK DEPARTMENT.

STEELE'S NEW CHEMISTRY.—This is a revised edition of Steele's "Fourteen Weeks Course in Chemistry," which appeared as the first of his series in the Natural Sciences several years ago. The alterations which have been made are chiefly, first, the change from the old to the new, nomenclature; second, the introduction by footnotes and otherwise, of such new facts and modifying statements as the use of the book in the schoolroom had shown to be desirable, and the addition of some matter not contained in editions previously issued. The use of this book in class-work has proved to us, that it is well designed to fill the place for which the author prepared it. Published by A. S. Barnes & Co., New York and Chicago.

ANDERSON'S GRAMMAR SCHOOL HISTORY OF THE UNITED STATES.—That some modification in the curriculum of the systems of graded schools in most of our cities and larger towns is necessary, in order that teachers may avail themselves of the simplifications of science which are so rapidly demanding the attention of our public school teachers, can hardly be gainsaid. The manual now before us combines a brief review of our country's history, with the "Text of the Constitution of the United States," and questions and explanations appropriate to the study of the same, and gives, also, the "Declaration of Independence," and "Washington's Farewell Address." The series of progressive maps, the hints to teachers, excellent chronological arrange-

ment, topical reviews, as well as the concise and fascinating style of the author, leave hardly anything to be desired, while the size of this book is such as to leave room for other studies, which properly come into the grade to which it belongs, but not, let us hope, for the learning of those minor geographical details, which have so long cursed our schoolrooms. Published by Clark & Maynard, New York and Chicago.

THE INDEPENDENT SERIES OF READERS.
—A. S. Barnes & Co., New York and Chicago :

Independent First Reader, 80 pp., 16 mo.

Independent Second Reader, 160 pp., 16 mo.

Independent Third Reader, 240 pp., 16 mo.

Independent Fourth Reader, 180 pp., 12 mo.

Independent Fifth Reader, 236 pp., 12 mo.

Independent Sixth Reader, 456 pp., 12 mo.

STODDARD'S ARITHMETICS.—A SHORT AND FULL COURSE FOR GRADED SCHOOLS.

I. Pictorial Primary Arithmetic, 119 pp., 16 mo.

II. Combination Arithmetic, 389 pp., 16 mo.

III. Complete Arithmetic, 436 pp., 12 mo.

The prices of these books are respectively : (1) 30 cts; (2) 75 cts; (3) \$1.25, and the publishers, Messrs Sheldon & Co., New York, claim that the Combination Arithmetic ALONE, being mental and written arithmetic combined, will serve for District Schools. In graded schools, however, the Primary and the Complete would be required.

On opening the "Pictorial Primary," we see first of all, the picture of a little girl going to school. The learner's attention is called to the fact that she has one book in her hand. Then questions are asked as to the number of little girls represented in the picture, the little girl's hands, feet, thumbs, fingers, and the learner's, &c., &c. The illustrations in the book, the forms of the questions and their number, the explanations and easy gradation, are all of them such as meet our approval. The subjects covered are, briefly, counting, adding, subtracting, multiplying, dividing, the tables of weight, measure, &c., and their uses.

The "Combination Arithmetic" is a combination of mental and written arithmetic, and is, therefore, well abreast of the times as to its "idea." It is really a book worthy of commendation, and the thorough study of it, the mastery of it, would give the boys and girls of

our common schools a good knowledge of numbers, and their applications, which is more than they often get by going over all the arithmetics of a series of unlimited number. The use of this book in our country schools, would leave time and opportunity for the well qualified teacher to teach something else, which, now, she is often unable to do.

The "Complete Arithmetic" is the author's "Practical Arithmetic," completed for the use of high schools, academies, etc., by 113 additional pages discussing subjects for which the full discussion is reserved for the later stages of the school course. This arrangement is excellent, a measure of economy for the high school pupils, and affording excellent post-graduate work for those who do not enter the high school. The analytical processes of this book are an interesting and praiseworthy feature. Solutions and analytical explanations precede and prepare the way for the understanding of the rules. See advertisement elsewhere.

A SCHOOL MANUAL OF ETYMOLOGY, AND TEXT-BOOK OF DERIVATIVES, PREFIXES AND SUFFIXES, WITH NUMEROUS DEVICES FOR SCHOOLS—By Epes Sargent, author of "The Etymological Reader," etc. Philadelphia: J. H. Butler & Co.

The question with many on examining such a book as this, is, how shall I make use of it in my school? But we apprehend that there are many who will welcome it and use it. It is a book which might be used with profit in every school in our land. This, with a Manual of English (and American) Literature, in the hands of a skillful teacher, would do more to develop understanding and thought in respect to our language, than the study of many grammars. With such text-books in hand, the pupils would be led to investigate; to engage as a class in profitable conversation, and to a right use of words in spoken and written discourse. There ought not to be a Normal School in our land where such an exercise, with such books, is not a daily occurrence, and teachers in our Common Schools who have not had the advantages to be derived from Normal training, or from thorough drill in language elsewhere, should obtain this book for study and for use.

PUBLISHER'S NOTES.

We give below a brief description of the Pocket Dictionaries offered with the MINNESOTA TEACHER, and for further particulars, refer our friends to succeeding pages. We should be glad to furnish 5,000 of them while the Fall and Winter schools are in session.

WORCESTER'S POCKET DICTIONARY.—In carrying to its completion the plan

Free High School in each county, reported that the emphatic endorsement of the idea by the convention last year made it unnecessary to suggest any plan, but that the adjustment of the whole subject might with safety be left to the future.

The committee to report on a course of study for our Common Schools reported that they had received no answers to the circular which they sent out last winter, consequently they had nothing to report.

Prof. Brooks thought the convention had not committed itself to such a course of study.

Prof. Gage said the reason why the course of study was not adopted by the Board of Education of St. Paul was that it corresponds so nearly to the course of study now in use, and that it could not be introduced without rendering the school less efficient in its relation to the people.

PLACE OF MEETING.

Prof. Phelps moved that the next convention be held at Owatonna, and supported his motion by some pertinent remarks.

Prof. Gage extended an invitation to the convention to meet next year at St. Paul.

Prof. Thompson said it might be well to go to St. Peter next year. This year we met in Stillwater and expect to-morrow to pay a visit to the free Boarding House of the State, and it might be well to take the State Institutions in their order.

It was finally voted by a small majority to go to Owatonna next year, whether invited or not.

Prof. W. F. Phelps, of Winona, then delivered the address of the evening, on "The Yellowstone Expedition."

The address was listened to with attention.

FRIDAY MORNING.

The convention was called to order by the President. Prayer was offered by Prof. Thompson, of the University.

The motion which was made and carried yesterday in regard to visiting the State Prison was reconsidered, and the Secretary instructed to inform the Warden of the Prison that owing to a great amount of work on hand, and the necessity of an early adjournment, it would be impossible for the convention to accept his very kind invitation to the convention to visit the Prison.

Members of the association were not satisfied in the selection of a place of meeting for next year, consequently a motion was made to reconsider the vote by which it agreed to go to Owatonna.

After much discussion, the motion to reconsider was lost by a tie vote. So the convention MUST go to Owatonna, *nolens volens*.

The first paper of the day was read by J. H. Gates, of St. Paul, who has been elected Superintendent at Anoka, on the "Reform School." He commenced by describing the places from which the class of children came which is found in our Reform Schools. How the physical wants of these children often drove them to commit these petty crimes which brought them to these schools. He reviewed the early history of these schools in England and in this country. Europe has now nearly three hundred reform schools. He said the aim of the reform schools was to take charge of and reclaim those children who had no training at home, and were left in a great measure to take care of themselves. The time which children should remain in the Reform School was usually fixed in Europe, not so here ; it being left to

the Board of Directors. In Europe three and a half years, here about three years on an average. The first thing to be done is to give the boys some useful occupation. He stated the methods employed in instruction and discipline. He read several letters to show the good results of these schools on those who had been sent to them, which showed that a majority of those who had been inmates of schools, became honest and upright young men. The reports of the boys who had left our Reform School were very encouraging, there being scarcely a single instance of continued depravity. He showed very clearly that the workings of these institutions were wise and humane.

He was followed by Prof. Brooks, of the University, who read a paper on the Acquisition and Use of the English Language. He said the character of a people determines its language. He gave a clear, full and learned history of language,—how it originated, with copious illustrations. He said that not enough time was devoted to the study of the English language. All should become familiar with their mother tongue. He thought it should be studied in the same manner as the Greek and Latin are studied. He would have the profession of English sit side by side with the Greek and Latin in our colleges.

We should study the best English poets,—Chaucer, Shakespeare, Milton, &c. But it is wholly impossible to put on paper what the learned Doctor said. Suffice it to say, that this paper, like all of Prof. Brooks' efforts, was listened to with the closest attention. To get a full idea of its worth, the paper must be heard.

After recess, a paper on "Uniformity of Text-Books," was presented by Supt. Burt, of Winona. Mr. Burt gave a clear and concise argu-

ment in favor of such uniformity.

At this point the report of the Committee on Resolutions was called for. The Committee reported, thanking the people of Stillwater for their hospitality, the railroad companies for their reduction of rates to persons attending the convention, the Commissioners of Washington County for the use of the Court House, the Board of Education for furnishing Staples & Hersey's Hall for the use of convention for its evening sessions, and the Stillwater Band for furnishing music on Thursday evening. The report was unanimously adopted.

OFFICERS FOR NEXT YEAR.

The convention then went into an election of officers for the next year. The election resulted in the choice of the following persons, who were elected by acclamation:

President—Supt. D. Burt, of Winona.

Vice-President—W. Gorrie, Stillwater.

Secretary—L. J. Thompson, Minneapolis.

Treasurer—S. S. Taylor, St. Paul.

Prof. Phelps moved that the Executive Committee provide for a social re-union at the next annual meeting of the association. The motion was heartily assented to.

The convention now adjourned to eat its last dinner with the good people of Stillwater.

AFTERNOON SESSION.

The convention came together at the appointed time. Prof. Phelps presented the following preamble and resolutions:

WHEREAS, — A consciousness of permanence and a reasonable sense of independence on the part of the teacher, are essential to his highest efficiency and success, and

WHEREAS, — The meager compensation now paid to this class of public servants is but a small inducement for them to qualify themselves for their work in the absence of such permanence; therefore,

Resolved.—That we believe that the tenure of office of the teacher should be conditional upon his competency and good behavior.

Resolved.—That the practice of annually electing teachers by the Boards of Education in charge of our city and State institutions, is detrimental to their best interests, and should be abolished.

Prof. Phelps made some remarks, advocating these resolutions.

Prof. Gage did not entirely agree with Prof. Phelps in this matter, and gave his views at some length.

The whole subject was laid over till next year.

B. F. Wright, of St. Paul, read a paper on the High School, in which he advocated the claims which the High School has in the community. He said it held a high position in the educational interests of the land. The great question was, what are they to be? What are they to do? These schools must be the feeders of the University. The great need of our country is well regulated schools. Our graded schools are a unit in educational work. As is the High School, so are the other schools. Organization in a High School is preeminently necessary. The paper was a thorough discussion of the subject; its points were well taken. As the time was

fast approaching when the trains would leave, the members evinced a desire that the convention should now close its labors, and give the teachers time to go home, therefore the convention declared itself adjourned.

So closed the thirteenth annual convention of the State Teacher's Association of Minnesota. It had brought a goodly number of the teachers of the State together. Questions of practical interest had been discussed. New light had been received, and good done. In all particulars, the convention was a success.

The good people of Stillwater had vied with each other in extending the hospitality of the citizens to *all* who came. Open hearts and open doors were found throughout the city. The people were glad to have the teachers come among them. All were mutually pleased. Now the citizens have gone about their accustomed business, and the members of the convention have departed to their several fields and departments of labor, with the determination to accomplish for the cause of education in our State, whatever they can.

EDITORIAL DEPARTMENT.

It is with pleasure that we record the State Educational Conventions of this year a gratifying success. In point of numbers, notwithstanding the place chosen for the meetings was not so easy of access as many which could be named, there was success. No doubt the good reputation of the people of Stillwater for hospitality did much to attract friends of education to that thriving city. And the

hearts and homes were indeed open, and full of good cheer.

In another place will be found a full account of what was done and something of what was said, and we present one or two of the papers read, reserving others for future use.

It will be seen that the choice of those present fixed upon Owatonna as the next place of meeting; and so, Brothers Tanner and Hall, we shall

tax you and those whom you represent, to do for us the thing hospitable when we gather in forces again.

We ought not omit to mention, that the influence of the TEACHER in having awakened in advance an interest in this gathering, was especially noticeable and very generally and gratefully acknowledged.

The thought expressed by President Elliott, in his report on a National University, in respect to the uncertain tenure of office which belongs to the most of the officials in the United States, and the undesirableness of such uncertainty, especially with reference to professorships, in an institution such as a University should be, has caused some to agitate the same matter in its relations to ordinary normal schools and public schools. About all that is desirable in respect to permanency comes naturally and as a matter of growth and progress in civilization, and we are of opinion that teachers generally hold their positions as long as is beneficial to communities. We believe Dr. Arnold thought eight years was long enough for him to remain in one place.

If our systems of public instruction are ideally good, it is becoming that we seek to remedy what is partial and defective in them. The widely scattered populations of our rural districts require at accessible points, something which, for the want of a better name, we will call the free high and training school. We do not now wish to speak in detail of this matter, but others are invited to discuss it upon these pages, and we deem it one of the most important questions of the day in education.

As long as we have been a teacher

and attended gatherings of teachers and school officers, we have heard discussions as to the want of appreciation of the service rendered by the faithful teacher, and the inadequacy of support and the meagre salaries of teachers. The *Chicago Teacher* figures the expenses of a female teacher for forty weeks, the school year, in Chicago, at \$877, and says the city pays but \$700. The respectable and desirable avenues looking to the obtaining of a livelihood independently are so few for worthy females, and they are so well calculated to do great good in the teacher's profession, that school boards everywhere ought to encourage female teachers by remunerative salaries. It is a fact, sad to record, however, that too many of the female teachers, as well as the males, do not command the real respect of our communities, and are receiving all that, as character-formers, they are worth.

At the meeting recently held at Winona, the State Normal Board began the consideration of the relations of Model schools to Normal schools, and of the desirableness of large model schools, representing all the classes of a graded public school system. It seems probable that this subject will be prominently before them henceforward, until they reach conclusions satisfactory at least to themselves. Meanwhile, we invite those interested, at home and abroad, to speak out upon this subject.

The opening on Saturday, September 6th, of the new Madison School Building, St. Paul, with appropriate exercises of dedication was an occasion of considerable interest. The Hon. D. W. Ingersoll, President of the City Board of Education, was the presiding officer of the day. The

dedication address was by Hon. C. K. Davis, and gave excellent satisfaction. Mr. Munroe Shiere, architect and master builder, made an interesting statement concerning the structure, closing by delivering the keys to the City Superintendent of Schools, who, in turn, with a brief address, delivered them to the Principal. After the response of the Principal, followed remarks by the President, Messrs. Parker Paine and Geo. A. Hamilton, and Rev. John Mattocks. The building is a good one, and the work of the furnishers, Messrs. Stone, Parker & Co., Minneapolis, as well as of others, notably Mr. J. Davis Wilder, of Chicago, maker of the blackboards, has been well and satisfactorily done.

Never before in our recollection, have more beautiful, tasteful and well arranged text-books been issued than are demanding the examination of school directors the present season. We do not wish to particularize, but the extraordinary adaptation of the school books recently issued to the wants of our public Schools, is noteworthy.

Those educational missionaries who visited the superintendents and teachers recently gathered at Stillwater, did much to render the occasion one of importance and interest. In the name of the best teachers of Minnesota, we thank you, gentlemen, Brown, Cheney, Stevens, Hall, Comstock, Hobart; come again, and rest

assured you shall have, what you deserve, a hearty welcome.

We have recently been putting forth an effort to extend our circulation among the teachers of our own and other States. It gratifies us to be able to state that our success has been greater than we anticipated. Attention is called to our plans and purposes as set forth elsewhere.

Society owes a debt of gratitude to every educator who invents an available aid to the securing of the requisites of a good school by appropriate means. The little boy comes to his mamma at the close of the day with the question, "Have I been good to-day, mamma?" and the mother embracing and kissing him, says, "Yes, my dear," His little heart is filled with joy. This is pure nature, and who would wish to check the child's desire, or ask the mother to repel him? Some token of appreciation of good conduct the teacher needs; and the children love to bear home with them and to preserve a token of the teacher's love and confidence. The most beautiful by far of anything to accomplish the ends alluded to above, which we have ever seen, is "Hobart's Helps to School Management," which have been used for several years in the St. Louis Public Schools. For circulars giving a full description of these helps, address Henry F. Hobart, Beloit, Wisconsin.

PUR BOOK DEPARTMENT.

THE COMPLETE SCHOOL ALGEBRA,
by Edward Olney, Professor of
Mathematics in the University of
Michigan. \$1.50. Sheldon & Co.,
New York.

We recollect to have seen no Algebra better adapted to use in the classroom than this of Prof. Olney's. The various subjects are presented in an unusually rational and philosophical manner, and the author seems to have adhered, throughout the work, to his purpose as pronounced in the preface, viz.: "To train the pupils to methods of reasoning, rather than in mere methods of operating." We cheerfully recommend the book to teachers and learners of this science, and, at the same time, would remind the former of the fact that no textbook in Algebra, however carefully, honestly and *properly* prepared, is of much actual use to the student, except as interpreted by the instructor. Indeed, our experience in teaching elementary mathematics has led to the conviction that the *oral* education of at least the fundamental principles and processes is absolutely essential to their full comprehensive and intelligent use by pupils. Judging from the make-up of the volume under consideration, we have no doubt that the same idea is entertained by the author.

SECOND BOOK OF BOTANY, by E. A. Youmans. New York, D. Appleton & Co.

Miss Youman's "First Book of Botany," met with a reception at once so wide and enthusiastic that the verdict upon her "Second Book" may be said to have been passed almost before the volume appeared. The work will not disappoint expec-

tation in the least. In it she has not once lost sight of the central idea of her early book, viz.—that the study of Botany is valuable, not only as yielding a knowledge of the structure &c. of plants, but as an important means of the mental cultivation of the young. This is by no means its least merit.

The style, for the purpose intended is simply admirable, and is the nearest approach to the language admirably used by skilled teachers in the recitation-room, that has ever appeared in print. Miss Youmans, in her writings, addresses youth neither as accomplished linguists nor as lisping babes, either of which common errors is lamentable, and the latter absurd.

PRACTICAL GERMAN GRAMMAR; First German Reader and German Primer, by Herman Wraye, Professor of German in the schools of the city of N. Y. New York, D. Appleton & Co.

Of the two first-named of the above books, it is only necessary to say that in point of excellence they bear the same relation to other German Readers and Primers that kindred books in the English language bear to each other—that of substantial equality. What experienced primary teacher of English would not as readily use the Primer of one series as that of another? or would not as soon make her own on the black-board?

In respect to the grammar, however successful Herr Wraye's method may have been as used by himself, as reproduced in this volume, it does not strike us as favorably as that of Ahn or Otto. The use of the book, how-

ever, might lead us to express a different opinion.

The books are all well made, of convenient size and shape, and, typographically, reflect no discredit upon the excellent house issuing them.

PATTERSON'S SPELLER AND ANALYZER, adapted to written exercises, and accompanied by an Exercise Book. New York, Sheldon & Co.

Mr. Patterson has presented, in this book, an excellent method for con-

ducting a spelling exercise. It is, however, in no way superior to many others that we have seen in use. The fact is that, in teaching spelling, teachers should rely upon no *one* method, but should occasionally change, for the sake of variety,—otherwise the exercise will become unsufferably monotonous to pupils. Again, no wide-awake teacher will await the publication of a new method of spelling, if she wishes a change, but will exercise her ingenuity, and devise one.

PUBLISHER'S DEPARTMENT.

We insert a few kind words which have recently been spoken for us at home and abroad. Others hereafter. Friends, accept our thanks.

THE MINNESOTA TEACHER.—We recently enjoyed the privilege of making the acquaintance of Prof. G. M. Gage, Superintendent of the Schools of the city of St. Paul, and editor and publisher of the **MINNESOTA TEACHER AND JOURNAL OF EDUCATION**, an ably conducted magazine, whose aim and mission are clearly indicated in its title. Prof. Gage is one of the leading educators in the State of Minnesota, and in addition to his duties as City Superintendent, is doing a good work through the medium of his magazine, for the encouragement and aid of school teachers wherever it finds its way. The **TEACHER** is about to be enlarged, appearing in November and thereafter similar in size and style to *Littell's Living Age*. Teachers both in and out of Minnesota, will do well to secure its monthly visits for a year, by remitting the small sum of \$1.50 to Prof. Gage at St. Paul.

Beloit (Wis.) Free Press.

THE MINNESOTA TEACHER, under its accomplished editor, Prof. Geo. M.

Gage, is rapidly taking rank among the leading educational monthlies of America. With the November number this journal of education will appear in dress and type similar to *Littell's Living Age*. It will contain articles from some of the most eminent writers in our country. A large edition will be issued, and single numbers will be sent post-paid to any friend of education for 15 cents, or ten copies for \$1.

Alexandria (Minn.) Post.

THE MINNESOTA TEACHER is a wide-awake, able and enterprising publication, appreciated at home and abroad. We like it, every inch of it. —*Chicago Teacher.*

The incoming of a new force in the editorial department, signaled a new departure in every desirable particular. Not only is there an introduction of new and very interesting matter, but all matter is prepared with greater care than has heretofore been the case, and so far as we are able to discover, it is not now one whit behind any other educational monthly in our whole country.—*Mankato (Minn.) Review.*

PREMIUM LIST

AND

RULES AND REGULATIONS

OF THE

FIFTEENTH ANNUAL FAIR

OF THE

MINNESOTA STATE AGRICULTURAL SOCIETY,

TO BE HELD AT THE

FAIR GROUNDS IN ST. PAUL,

SEPT. 23, 24, 25 AND 26, 1873.

SAINT PAUL:

RAMALEY, CHANEY & CO., PRINTERS.

1873.

OFFICERS OF THE SOCIETY FOR 1873.

PRESIDENT.

HON. ARA BARTON, - - - - - Northfield, Minn.

SECRETARY.

WILLIAM PAIST, - - - - - St. Paul, Ramsey County.

TREASURER.

HON. J. F. MEAGHER, - - - - - Mankato, Blue Earth Co.

EXECUTIVE COMMITTEE.

[The President and Secretary, *Ex-Officio.*]

GEO. C. CHAMBERLAIN,	- - - - -	Dakota County.
WYMAN ELLIOTT,	- - - - -	Hennepin County.
O. P. WHITCOMB,	- - - - -	Olmsted County.
JAMES MCHENCH,	- - - - -	Wabashaw County.
F. J. WHITLOCK,	- - - - -	Belle Plaine, Scott County.
J. B. ATKINSON,	- - - - -	Forest City, Meeker County.
WM. FOWLER,	- - - - -	Newport, Washington County.
J. D. RYDER,	- - - - -	Pine City, Pine County.
JOHN J. RANDALL,	- - - - -	Winona, Winona County.
GOVERNOR OF MINNESOTA,	- - - - -	St. Paul.
Pres. W. W. FOLWELL,	- - - - -	East Minneapolis.

SUPERVISION OF THE FAIR.

The President will have the general supervision of the Fair, assisted as follows:

Division A,	- - - - -	J. J. Randall.
" B,	- - - - -	Jas. McHench.
" C,	- - - - -	W. Fowler.
" D,	- - - - -	F. J. Whitlock.
" E,	- - - - -	Geo. C. Chamberlain.
" F and G,	- - - - -	W. W. Folwell.
" H,	under charge of	State Horticultural Society.
" J,	- - - - -	J. B. Atkinson.
" K,	- - - - -	J. D. Ryder.
" L,	- - - - -	— — —

Controller of Entry Office, William Paist, Secretary.

Controller of Ticket Office, J. F. Meagher, Treasurer.

Marshal, - - - - -

GENERAL ARRANGEMENTS.

1. The Fifteenth State Fair of Minnesota will be opened on Tuesday the 28th day of September, at 9 o'clock and continue four days.
2. The gates will be opened for visitors at 8 o'clock A. M. and closed at sunset each day, and at that time every officer or employee is expected to be at his post.
3. Every article on arrival upon the Grounds during the Fair, shall be under control of the Board of Directors, and whilst every precaution will be taken for the safe keeping of the same, the Association will in no case be responsible for damage or loss.
4. Forage will be provided to actual exhibitors free of charge, and grain can be procured on the ground at the usual rates; *Provided*, That if animals are entered for competition and are not exhibited in the ring in the class in which they are entered they shall be charged at the rate of one dollar per day.
5. Exhibitors must see to the delivery of their articles and their arrangement upon the grounds. The society cannot in any case provide for their transportation or be subject to any expense either in their delivery at or return from the grounds at the close of the Fair. Exhibitors must give their personal attention to their property and take charge of the same.
6. Exhibitors are expected to obey the marshals promptly in producing their stock when instructed to do so.
7. Premiums or diplomas will not be awarded upon articles gotten up merely for show, especially upon agricultural implements upon which ornament has been unduly lavished, but committees are expected to consult the solid advantages and durability of articles in making awards.
8. All awards shall be deemed final unless fraud can be proven to the satisfaction of the Executive Committee.

RULES FOR EXHIBITORS.

1. Exhibitors of Stock will be required to keep their stalls open from 9 to 12 o'clock and from 2 to 5 o'clock during the exhibition.
2. Exhibitors of Stock must place their names and addresses and the name of the particular herd to which each animal belongs and also the name of each animal, so far as known, in a conspicuous place on their stalls or pens.
3. Exhibitors having space awarded to them will not be allowed to change to another position without first obtaining the consent of the Superintendent of that Department, under penalty of a forfeiture of Premium.

TICKETS.

4. Single tickets of admission,	-\$.50
Children between 8 and 12 years,	-\$.25
Horse and rider, one admission,	-\$.75
One horse vehicle and driver,	-\$ 1.00
Two " " "	-\$ 1.25
Four " " "	-\$ 1.50

5. Editors and Reporters will obtain tickets of the President on application, and, if strangers, will please present a written introduction from the proprietors or editors of any of the city papers.

6. Exhibitors and their assistants, and lessees of booths and other privileges and their employees, will be required to purchase tickets at the same rates for each admission, and all who remain in the grounds over night must procure tickets of the Treasurer by 8 o'clock of each day, Tuesday, Wednesday, Thursday and Friday.

Visitors at the Fair are requested to furnish themselves with change, as the ticket sellers are instructed not to receive any bills for over five dollars.

The Committee of Awards will be appointed by the Executive Committee on Wednesday evening and they will report at 9 o'clock on Thursday morning at the office of the Secretary, where they will receive duplicate copies of the entry books, and then proceed in the performance of their duties and make report of their awards to the Secretary on Thursday evening.

INSTRUCTIONS TO COMMITTEES.

1. All persons acting as members of committees, or as judges, will be presented with badges on reporting themselves at the office of the Secretary, and entering their names in the committee book, and when so entered must be duly sworn to deal with entire impartiality by all. They will be furnished with tickets which will pass them free during the exhibition.
2. A majority of the judges of any section shall be a quorum, and elect their own chairman.
3. Committees will be expected to report promptly at the amphitheatre each day during the fair at 9 o'clock A. M.
4. Committee judges are particularly instructed to make their reports as full as possible, giving reasons for their decisions, and making extension in detail of all peculiar and valuable qualities, for which a premium of twenty-five dollars will be awarded to the committee making the best report.
5. Premiums must not be awarded to articles or animals not worthy, although there be no competition.
6. No person can act as member of a viewing committee, in any class in which he is a competitor, or in which he is any way interested.

7. No change or alteration will be permitted after the books are placed in the hands of committees; and all persons entering animals must be sure that their stock is entered in the appropriate class, or it will be the duty of the judges to rule out any animal not answering to the entry.
8. If, in the opinion of the judges, an entry is not consistent with the requirements of the premium list, they must call on the Secretary for information.
9. The Diploma of the Society shall be considered the highest honorary reward, and shall be given only as a first premium.

ENTRIES.

1. The Secretary will receive entries at his office in Saint Paul, during the week preceding, and at his office on the Fair Ground, during Monday, Tuesday and up to 10 o'clock A. M., on Wednesday of the week of the Fair; and must be entered on the books of the Secretary, in the name of the *bona-fide* owner or agent, and any violation of this rule will be met by the withdrawal of any award that may be made.
2. Exhibitors, at the time of making entries, must state, that they wish to compete for the special premium, otherwise the entry will be made in the Secretary's general classification.
3. The same animal shall not receive two premiums, except in regular classification, herd and sweepstakes, unless otherwise provided; and the same animal after arriving at maturity, and having taken the first two premiums in the same class, shall not be allowed to compete for a regular premium afterwards.
4. Articles which have no specified place in the list of premiums, will be passed upon by the committee on miscellaneous entries, and awards made accordingly.
5. No person whatever will be allowed to use the entries made until after the awards.
6. Should any individual enter any vegetable production, or any manufactured article, or anything else in any other name than that of the producer, maker, inventor, or improver, no premium shall be paid, notwithstanding one may be awarded by the committee.
7. When an entry is made of an article, the Secretary will give to the exhibitor a card, containing the letter of the department, number of the class and entry which must be attached to the article or animal on exhibition; also a duplicate card must be given to the exhibitor, which he will carefully preserve, and present it at the close of the fair to the Superintendent to obtain possession of the article.

PREMIUMS.

1. Premiums will be paid on Saturday after the Fair, by the Treasurer at the office of the Secretary.
2. Premiums not called for within sixty days will be considered forfeited.
3. Premiums shall not be paid on articles or animals removed from exhibition before the close of the Fair, unless such action meets the approval of the President.

CONSTITUTION

OF THE

Minnesota State Agricultural Society.

ARTICLE I.

This society shall be known as the MINNESOTA STATE AGRICULTURAL SOCIETY, and shall have for its object the promotion of Agriculture, Horticulture and Mechanic Arts.

ARTICLE II.

The officers of this society shall be a President, Vice President, (as hereinafter provided) a Secretary, Treasurer, and an Executive Committee of eleven, including the President and Secretary, all of which shall be elected by ballot at the annual meeting, and the Governor of the State and President of the State University, shall be *ex-officio* members. The President of each regularly organized county or district society shall be a Vice President of the Society.

ARTICLE III.

It shall be the duty of the President to preside at all meetings of the Society and Executive committee. He shall call special meetings of the executive board upon the request of two members giving notice through the Secretary to each member of the board. The Vice Presidents shall be charged with the interest of the Society in their respective counties, and in the absence of the President, one of them to be designated by the Executive committee, shall preside at the meetings of the Society. It shall be the duty of the Secretary to make and keep a record of the proceedings of the Society, and of the Executive committee, to conduct the correspondence of the Society, and of the committee, to prepare an annual report, in suitable form for publication by the state, which shall be submitted to the Executive Committee, and if necessary revised by it, and when approved by the Executive Committee shall be reported to the State Legislature. The Secretary shall also perform such other appropriate duties as may be assigned by the Society and Executive committee. It shall be the duty of the Treasurer to receive all moneys due the Society, or donated for its benefit, and to dispose of the same by the direction of the Executive Committee on the order of the President countersigned by the Secretary. He shall keep an account of his receipts and disbursements and report the same with proper vouchers to the society at its annual meeting, and to the Executive Committee as often as they may require, and shall give bonds for the faithful discharge of his duties in such surety and sum as they may direct. The Executive Committee shall have the general and financial management of all the affairs of the society between its annual meetings and shall have charge of the property of the society. It shall fill all vacancies occurring between elections and shall make the necessary preparations and arrangements for all meetings, fairs and exhibitions, and shall also make arrangements for meetings during the evenings of the Annual Fair days, and at such other times as it may deem expedient, for conversations and addresses upon Agriculture, Horticulture and the Mechanical Arts, and shall designate special topics for the consideration of such meetings and shall give at least two months notice thereof.

ARTICLE IV.

The Annual Meetings of the society shall be held on the first Wednesday of February of each year at such a place as may be determined at the previous annual meeting as provided by law, and it shall require a representative of at least five societies to constitute a quorum. An Annual Fair and Cattle Show may be held at such time and place as the Executive Committee may direct.

ARTICLE V.

Each regularly organized County Agricultural Society shall be entitled to two delegates; societies of districts composed of more than one county shall be entitled to four delegates, and the Horticultural Society shall be entitled to five delegates to the annual meetings of this society, and the said delegates thereby become members of this society and the officers of the society, and each delegate shall be entitled to vote in the annual meetings to which they are chosen, upon the payment of one dollar into the treasury, and not otherwise, and any person residing in the state, on the payment of one dollar to the treasurer on or before the first Wednesday of February of each year, may become a member of this society and entitled to participate in the debates at its annual meetings—but not to vote thereat—and to a season ticket at the Annual Fair.

ARTICLE VI.

This Constitution may be altered or amended by a vote of two-thirds of the members present at any Annual Meeting of the society.

PREMIUM LIST

OF THE

MINNESOTA STATE FAIR, 1873.

DIVISION A.—HORSES.

J. J. RANDALL, Supt.

Class 1.—Thoroughbred.

Best Stallion, 4 years old or over, .	\$30 00	Second best ditto	15 00
Second best ditto	15 00	Best three year old Mare	15 00
Best Stallion, 3 years old	20 00	Second best ditto	8 00
Second best ditto	10 00	Best two year old Filly	10 00
Best Stallion, two years old	15 00	Second best ditto	5 00
Second best ditto	7 00	Best one year old Filly	8 00
Best Stallion, one year old	8 00	Second best ditto	4 00
Second best ditto	4 00	Best horse Colt	5 00
Best Brood Mare four years old or over, with this year's colt by her side	25 00	Second best ditto	3 00
		Best mare Colt	5 00
		Second best ditto	3 00

At the time an entry is made in this class, the pedigree of the animal, and a correct copy of the same, must be filed with the Secretary; at the close of the Fair the original will be returned, if called for. An animal to be classed as a thoroughbred, must show at least five pure crosses.

The secretary will no longer take the responsibility of examining pedigrees at the time entries are being made. Every man must elect the class in which he will show his horse, and abide by it. If an animal is entered in this class and does not come up to the requisite standard of blood, he will be ruled out by the committee.

Class 2—Normans.

Normans and Percherons to be five pure crosses.

Best Stallion, 4 years old or over, .	\$30 00	Second best ditto	15 00
Second best ditto	15 00	Best three year old Mare	15 00
Best Stallion, 3 years old	20 00	Second best ditto	8 00
Second best ditto	10 00	Best two year old Filly	10 00
Best Stallion, two years old	15 00	Second best ditto	5 00
Second best ditto	7 00	Best one year old Filly	8 00
Best Stallion, one year old	8 00	Second best ditto	4 00
Second best ditto	4 00	Best horse colt	5 00
Best Brood Mare, 4 years old or over, with this year's colt by her side	25 00	Second best ditto	3 00
		Best mare colt	5 00
		Second best ditto	3 00

Class 3—Percherons.

Best Stallion, 4 years old or over, .	\$30 00	Second best ditto	15 00
Second best ditto	15 00	Best three year old Mare	15 00
Best Stallion, three years old	20 00	Second best ditto	8 00
Second best ditto	10 00	Best two year old Filly	10 00
Best Stallion, two years old	15 00	Second best ditto	5 00
Second best ditto	7 00	Best one year old Filly	8 00
Best Stallion, one year old	8 00	Second best ditto	4 00
Second best ditto	4 00	Best horse colt	5 00
Best Brood Mare, four years old or over, with this year's colt by her side	25 00	Second best ditto	3 00
		Best mare colt	5 00
		Second best ditto	3 00

Class 4—Black Hawks.

Best Stallion, 4 years old or over, \$20 00	Second best ditto	10 00
Second best ditto	Best three year old Mare	10 00
Best Stallion, three years old	Second best ditto	6 00
Second best ditto	Best two year old Filly	7 00
Best Stallion, two years old	Second best ditto	4 00
Second best ditto	Best one year old Filly	6 00
Best Stallion, one year old	Second best ditto	4 00
Second best ditto	Best horse colt	5 00
Best Brood Mare, four years old or over, with this year's colt by her side	Second best ditto	3 00
15 00	Best mare colt	5 00
	Second best ditto	3 00

Class 5—Morgans.

Same premiums as in Class 4.

Class 6—Draught Horses.

Best pair of draught Horses, Geldings or Mares, of any age	15 00	Second best ditto	\$15 00
Second best ditto	10 00	Best draught Mare	20 00
Best draught Stallion, silver medal or \$25		Second best ditto	10 00

The Viewing Committee may test all animals entered in this class for premiums, by actual draught.

Class 7—Trotting Horses.

Best Trotting Stallion over five years old	\$40 00	Best pair Matched trotting horses, mares or geldings, in style, color and action	\$40 00
Best Trotting Stallion, under five years of age	40 00	Best single trotting Mare, any age. 30 00	

Class 8—Matched, Single, and Walking Horses.

Best pair matched Carriage horses, four years old or over	\$25 00	Best family saddle Horse, Mare or Gelding	15 00
Second best ditto	15 00	Second best ditto	8 00
Best pair of matched Horses for all work, four years old or over	25 00	Fastest walking Stallion, Gelding or Mare	10 00
Second best ditto	15 00	Second ditto	5 00
Best single carriage Horse or Mare, four years old or over	15 00	Fastest walking Team in harness, (to draw 2500 lbs.)	10 00
Second best ditto	10 00	Second ditto	5 00

Class 9—Well-bred Stallions of all Breeds.

With authenticated pedigrees, that have made stud season in 1873, in Minnesota, have the same premiums as in Class 2.

Class 10—Jacks and Mules.

Best Jack, not less than 13 hands in height which has been kept in the State for service not less than one year previous to the exhibition, and has been proved a good stock getter	\$25 00	nor more than three years old, bred in Minnesota	15 00
Second best ditto	15 00	Second best	10 00
Best young Jack, not less than one		Best Jenny, with foal at her side	20 00
		Second best	15 00

Best pair of Mules 25 00 |

Second best 15 00 |

DIVISION B.—CATTLE.

JAS. MCHENCH, Supt.

Class 11—Short Horns.

All animals of three years old and upwards, must produce evidence that they are not barren.

Best Bull, 4 years old, diploma & \$40 00	Best Cow, four years old	30 00
Second best	Second best	20 00
Best Bull, three years old	Best Cow, three years old	30 00
Second best	Second best	20 00
Best Bull, two years old	Best Heifer, two years old	20 00
Second best	Second best	15 00
Best Bull, one year old	Best Heifer one year old	15 00
Second best	Second best	10 00
Best Bull Calf	Best Heifer Calf	15 00
Second best	Second best	10 00

Class 12—Devons.

Best Bull, three years old and upwards	Best Cow, three years old and upwards
..... diploma & \$30 00	..... 30 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull two years old	Best Heifer, two years old
..... 25 00	..... 25 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull, one year old	Best Heifer one year old
..... 15 00	..... 15 00
Second best	Second best
..... 8 00	..... 8 00
Best Bull Calf	Best Heifer calf
..... 10 00	..... 10 00
Second best	Second best
..... 5 00	..... 5 00

Class 13—Ayrshires.

Best Bull, three years old and upwards	Best Cow, three years old and upwards
..... diploma & \$80 00	..... diploma & \$80 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull, two years old	Best Heifer two years old
..... 25 00	..... 25 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull, one year old	Best Heifer one year old
..... 15 00	..... 15 00
Second best	Second best
..... 8 00	..... 8 00
Best Bull Calf	Best Heifer Calf
..... 10 00	..... 15 00
Second best	Second best
..... 5 00	..... 5 00

Class 14—Alderneys and Jerseys.

Best Bull, three years old and upwards	Best Cow, three years old or upwards
..... diploma & \$30 00	..... diploma and \$30 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull, two years old	Best Heifer, two years old
..... 25 00	..... 25 00
Second best	Second best
..... 15 00	..... 15 00
Best Bull, one year old	Best Heifer, one year old
..... 15 00	..... 15 00
Second best	Second best
..... 8 00	..... 8 00
Best Bull Calf	Best Heifer Calf
..... 10 00	..... 10 00
Second best	Second best
..... 5 00	..... 5 00

The Committees in the above classes will require full and satisfactory pedigrees in every instance.

Class 15—Grades.

Best Bull 3 years old and upwards, \$15 00	Best Heifer, one year old
Best Cow, do do 20 00	Second best
Second best .....	..... 4 00
Best Heifer, 9 years old	Best Heifer Calf
..... 15 00	..... 6 00
Second best	Second best
..... 8 00	..... 4 00

Class 16—Natives.

Best Cow 3 years old and upwards, \$6 00	Best Heifer, one year old
Second best	Second best
..... 4 00	..... 2 00
Best Heifer, two years old	Best Heifer Calf
..... 6 00	..... 3 00
Second best	Second best
..... 3 00	..... 1 00

Class 17—Milch Cows, any breed.

Best Milch Cow	Second best
..... \$30 00	..... \$15 00

The cows to be kept on grass only, ten days previous to and during the time of trial. The time of trial from the 13th to the 20th of June, and from the 13th to the 20th of August. Statement to be furnished containing:

1. The age, weight and breed of cow, and time of calving.
2. The quantity of milk in weight, and also in butter, during the period of 10 days.
3. The butter made to be exhibited at the Fair; and the statement to be verified by the affidavit of the competitor, and one other person conversant with the facts.

Class 18—Herd Premiums, any breed.

Best Herd of Cattle belonging to one individual, of any breed or age, consisting of not less than one male and four females	diploma and \$75 00
Second best .....	..... 40 00

Class 19—Grades and Crosses, any breed.

Best Herd of Cattle, belonging to one individual, consisting of not less than one male and four females	diploma and \$40 00
Second best .....	..... 20 00

Class 20—Oxen, Steers and Fat Cattle.

Best yoke of Oxen, four years old and upwards	\$20 00	Second best	15 00
Second best	10 00	Best Beef animal, male or female, weighing not less than 1800 lbs.	25 00
Best yoke three years old	15 00	Second best	15 00
Second best	10 00	Best herd of four Steers, 2 and 3 years old, weight of 2 years old not less than 1600, and of 3 years old not less than 1800 pounds.	25 00
Best yoke of cattle three years old or under, driven by a boy under 17 years of age	25 00		

The committee on this class will test the tractability of oxen in moving a heavy load both backward and forward. Strength alone will not win the premiums.

DIVISION C.—SHEEP, SWINE AND POULTRY.

W. FOWLER, Supt.

Class 21—Cotswold Sheep.

Best Buck, 2 years old or over	\$20 00	Second best	5 00
Second best	10 00	Best Ewe, 2 years old or over	10 00
Best Buck, one year old	10 00	Second best	5 00
Second best	5 00	Best Ewe, one year old	8 00
Best buck Lamb	8 00	Second best	4 00
Second best	4 00	Best ewe Lamb	6 00
Best pen, five Ewes, not less than one year old	10 00	Second best	3 00

Class 22—Leceisters.

Best Buck, 2 years old or over	\$20 00	Second best	5 00
Second best	10 00	Best Ewe, two years old or over	10 00
Best Buck, one year old	10 00	Second best	5 00
Second best	5 00	Best Ewe, one year old	8 00
Best buck Lamb	8 00	Second best	4 00
Second best	4 00	Best ewe Lamb	6 00
Best pen 5 Ewes, not less than one year old	10 00	Second best	3 00

The committee will note if there are any other long-wooled sheep on exhibition; they will deserve the same premiums as Leceisters.

Class 23—Merinos.

Best Buck, two years old or over	\$20 00	Second best	5 00
Second best	10 00	Best ewe, two years old	10 00
Best buck, one year old	10 00	Second best	5 00
Second best	5 00	Best ewe, one year old	8 00
Best buck lamb	8 00	Second best	4 00
Second best	4 00	Best ewe lamb	6 00
Best pen, 5 ewes, not less than one year old	10 00	Second best	3 00

All Ewes three years old or over, exhibited in the foregoing classes, are required to have raised a lamb during the year.

Class 24—Southdowns.

Best buck, 2 years old or over	\$15 00	Second best	5 00
Second best	8 00	Best ewe, two years old	10 00
Best buck, one year old	10 00	Second best	5 00
Second best	5 00	Best ewe, one year old	8 00
Best buck lamb	8 00	Second best	4 00
Second best	4 00	Best ewe lamb	6 00
Best pen, 5 ewes, not less than one year old	10 00	Second best	3 00

The committees on these classes will require full and satisfactory pedigrees in each instance.

Class 25—Grades.

Best buck, 2 years old or over	\$10 00	Best ewe, 2 years old or over	8 00
Second best	5 00	Second best	4 00
Best buck lamb	5 00	Best ewe lamb	5 00

Class 26—Fat Sheep.

Best pen of five fat sheep	\$12 00	Second best	8 00
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Class 27—Swine, Berkshires.

Best boar, 1 year old or over	\$20 00	Second best	10 00
Second best	15 00	Best sow pig, 6 mos. & under 1 yr.,	8 00
Best boar, 6 mos., and under 1 year	8 00	Second best	4 00
Second best	4 00	Best pen pigs, not less than 4 in number not over 10 mos. old	10 00
Best breeding sow, 1 yr. old or over	20 00		

Class 28—Suffolk; Class 29—Poland China;

Class 30—Chester White.

Each of these classes same premiums as Berkshires.

If there should be any other breeds on exhibition, that the committee think are worthy of notice, they may make discretionary premiums.

In case an award is made to single individual of a litter, and the litter is entered for a premium, there must be four in number without the one entered for a special premium, but the pig need not be ruled out of the litter otherwise, as the sow, as a breeder, is entitled to show the whole of her progeny, no matter what the number.

Class 31—Poultry.

ASIATICS.

A trio consists of cock and 2 hens.

Best trio Light Brahmias	\$2 00
Second best	1 00
Best trio Dark Brahmias	2 00
Second best	1 00
Best trio White Cochins	2 00
Second best	1 00
Best trio Black Cochins	2 00
Second best	1 00
Best trio Buff Cochins	2 00
Second best	1 00
Best trio Partridge Cochins	2 00
Second best	1 00
Best collection Asiatics	2 00
Second best	1 00

FRENCH.

Best trio Houdans	2 00
Second best	1 00
Best trio Dominiques	2 00
Second best	1 00

SPANISH.

Best trio Black	2 00
Second best	2 00
Best trio White Leghorns	2 00
Second best	1 00
Best trio Brown Leghorns	2 00
Second best	1 00

POLISH.

Best trio white crested black	2 00
Second best	1 00
Best trio golden	2 00
Second best	1 00
Best trio silver	2 00
Second best	1 00

DORKING.

Best trio silver grey	2 00
Second best	1 00
Best trio white	2 00
Second best	1 00

HAMBURG.

Best trio black	2 00
Second best	1 00
Best trio golden spangled	2 00
Second best	1 00
Best trio silver spangled	2 00
Second best	1 00

GAME.

Best trio black breasted red	2 00
Second best	1 00
Best brown breasted red	2 00
Second best	1 00
Best trio yellow duckwing	2 00

GAME, (continued.)

Second best	1 00
Best trio white Georgian	2 00
Second best	1 00
Best trio Karl of Derby	2 00
Second best	1 00

BANTAM.

Best trio white	2 00
Second best	1 00
Best trio golden Sebright	2 00
Second best	1 00
Best trio silver Sebright	2 00
Second best	1 00

GAME BANTAM.

Best trio b. b. red game	2 00
Second best	1 00
Best trio black Africau	2 00
Second best	1 00

TURKEYS.

Best trio bronze	2 00
Second best	1 00
Best trio white Holland	2 00
Second best	1 00
Best trio black	2 00
Second best	1 00
Best trio wild	2 00
Second best	1 00

DUCKS.

Best trio Aylesbury	2 00
Second best	1 00
Best trio Rouen	2 00
Second best	1 00
Best trio Cayuga	2 00
Second best	1 00
Best trio Muscovy	2 00
Second best	1 00

GESE.

Best trio Bremen	2 00
Second best	1 00
Best trio Toulon	2 00
Second best	1 00
Best trio Embden	2 00
Second best	1 00

PIGEONS.

Best collection	2 00
Second best	1 00

Best collection of Poultry owned by one person to consist of not less than five kinds	\$26 00
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Rules of American Poultry Association to be adopted in judging of fowls.

Best report of the most successful experiment with poultry, giving the actual cost of keeping and the amount of net receipts \$10 00

RULES.—All specimens, except the ordinary "dubbing" and "heeling" in game fowls, must be exhibited in their natural condition. Pulling, false feathers, coloring, shaping spurs, trimming, inserting or splicing feathers, and similar practices are in direct violation of this rule, and subject the offender to the penalties of the preceding one.

No diseased fowls will be received under any circumstances, and any fowls discovered sick or diseased while on exhibition will be promptly removed.

False statements as to specimens offered will exclude the same from competing for premiums, and judges shall withhold premiums where specimens are inferior.

Judges shall be gentlemen selected for their known familiarity with the qualifications of the specimens on which they are to act. They shall not be exhibitors themselves. They may in their discretion award premiums (subject to the approval of the executive committee) to any fowls not enumerated in the lists, and shall examine specimens and award premiums as near as can be in accordance with the standard of excellence adopted by the American Poultry Association.

DIVISION D.—FARM IMPLEMENTS.

F. J. WHITLOCK, Supt.

Class 32—Trial of Plows and Plowing Match.

NOTICE.—No premiums will be awarded, and no committees appointed on the several classes of implements following, except in cases where a thorough trial is made on the grounds. This rule has been adopted in answer to the request of numerous petitioners. Manufacturers, dealers and inventors, are cordially invited to exhibit their farm machinery. Every opportunity will be afforded for a splendid show, and every facility furnished exhibitors to display their implements.

Best breaking plow for oxen ..	silv. medal	Best gang plow	silv. medal
do turf and stubble plow	do	do shovel plow	\$3 00
do breaking plow for horses.	do	do double shovel plow	4 00
do subsoil plow	do	do dynamometer	5 00
do subsoil attachment	do	do steam plow .....	.....
do double plow	do	do stirring or stubble plow	4 00
do riding 2 horse corn cultivator	do	do single plow, 3 horses	4 00
do walking	do	do mode attaching 3 horses to plow, 3 00	.....

All articles in this class must be tested. Plows to be tested by dynamometer. The superintendent of this department will have the plows taken to the ground designated for the plowing match a sufficient length of time before the trial comes off, for the committee to test them satisfactorily.

Best plowing $\frac{1}{2}$ of an acre.	diploma	\$15 00	Best plowing by boy under 14 years	8 00
Second best .....	.....	10 00	Second best .....	..... 4 00

The furrows to be out shall not be less than six inches deep. No allowance will be made for a team untractable, as the training of a team shows the plowman as much as anything else.

Entries must be made in the name of the person who holds the plow.

An entry in this class will not entitle the team to be kept on the fair grounds during the exhibition.

Each competitor shall plow $\frac{1}{2}$ of an acre, provided this quantity can be conveniently obtained.

The ground to be plowed shall be staked off in lots of exactly $\frac{1}{2}$ of an acre each, which shall be numbered in regular order. Tickets with odd numbers marked thereon, equal in number to the number of entries shall be prepared, and the lots drawn for the number on the ticket to represent the number of the lot of each drawer. Each competitor shall plow the lot drawn by him and the even numbered lot next in order as follows:

Each competitor shall strike out a land on the lines on both sides of his odd lot, and back-furrow them. The even lots shall then be plowed, which will leave the competitor $\frac{1}{2}$ of an acre to plow, stricken out on both sides by himself, and on which the trial of skill shall be made. The even lot not to be adjudicated on by the committee making the awards.

Class 33—Apparatus and Machines for cleaning and preparing crops for market, and for the feeding of stock.

Best Threshing Machine, combined with horse power and separator, ..	bronze medal.
Best railroad horse power, fitted to be attached to any machinery	do
Best horse power for general use	do
Best fanning mill or grain cleaner	do
Best flax scutching machine	Diploma.
Best hay, straw and stalk cutter, for horse power.	bronze medal.
do do do for hand power.	do
Best corn sheller for horse power.	do
do do for hand power	do
Best root washer	diploma
Best root cutter	do
Best machine for pulping roots to be mixed with cut straw, hay or chaff....	do
Best, simplest and most substantial contrivance for steaming food for cattle, etc. do	do
Best contrived feeding rack for sheep	do
Best plan for feeding swine	do
Best plan for feeding calves.	do
Best portable hay press	do
Best portable steam engine to be used for agricultural purposes	do
Best steam engine made in Minnesota, to be shown in operation, br. medal and \$25 00	Diploma and \$10 00
Best fanning mill or grain cleaner, for cleaning and grading grain up to No. 1,	Diploma and \$10 00

NOTE.—The committee will require the exhibitor of the mill or grain cleaner to give the wholesale and retail price, and also to show by actual test that it will separate all foul seed from wheat, oats, rye and barley, and further said mill shall have a side spout or draw, connected with sieve for retaining 30 per cent. of the grain for the purpose of seed.

Best mill for grinding grain for feed for farm use	Diploma.
Best wind mill for farm use, to be shown in operation on fair grounds.	Diploma.

Class 34—Wagons, Carriages and Sleighs,

MANUFACTURED IN THE STATE.

Best double farm wagon	diploma
do single farm wagon.	do
do horse cart	do
do ox cart	do
do dray	do
do bobsleds	do
do 2 horse family carriage	do
do one horse do	do
do top buggy	do
do buggy with no top	do

Best trotting wagon	diploma
do farm wagon for all purposes	do
do spring wagon for market... do	do
Best and greatest variety of carriages, buggies, &c....	do
do omnibus	do
do single horse cutter.	do
do two seated sleigh	do
do hand cart	do
do wheelbarrow	do

Class 35—Farm yard and Field Articles.

Best hay and cattle scales,..	bronze medal
do combined cross cut and sawing machine	diploma
do circular saw driven by horse power	do
do stump extractor or grubbing machine	do
do road scraper	do
do hand machine for sawing wood	diploma
do lot draining or digging tools do	do
do six shovels.	do
do six spades	do

Best manure forks	diploma
do grubbing hoes	do
do weeding hoes	do
do six axes	do
do six hay forks.	do
do six hand rakes.	do
do six scythes	do
do six bush hooks.	do
do ox yoke	do
do harrow	do
do two horse roller	do
do horse hay fork	do
do corn planter	do

Class 36—Dairy and Household Articles.

Best churn for making butter either rotary or other movement....	diploma
do cheese press.	do
do milk pans, not less than six.	do
do milk strainer	do
do cheese vat for cheese making do	do
do dozen brooms	do
do six mops and handles	do
do set of weights and scales for dairy use....	do

Best butter worker	diploma
do pump for cistern	do
do washing machine.	40
do clothes wringing machine... do	do
do spinning wheel	do
do clothes horse	do
do assortment of wooden ware for kitchen or dairy use... do	do
do do of tin or metal ware for dairy or kitchen use	do

Class 37—Farm Implements and Machinery.

MISCELLANEOUS.

Best rod of Drain Tile \$5 00
 Best wheat binding machine that has bound not less than 40 acres successfully, silver medal and diploma.

Best machine for making Tile, to be exhibited in complete working order and operation diploma and \$10 00

All farm machinery or implements not enumerated in the classes above mentioned, will be entered under this head, and the committee will report upon them to the Executive Committee, who will award to them adequate premiums.

DIVISION E—DAIRY AND HOUSEHOLD ARTICLES.

GEO. C. CHAMBERLAIN, Supt.

Class 38—Butter, Cheese, Sugar, Honey, &c.

Best jar of butter made in June, not less than 10 pounds \$10 00
 Second best do 5 00
 Best ten pounds of butter in rolls made at any time 10 00
 Second best do 5 00
 Best three specimens of cheese from one exhibitor 10 00
 Best three cheeses, factory made diploma
 Best farm made cheese 5 00
 Best display factory cheese silver medal.

Competitors must state in writing in reference to butter, the number and breed of cows kept, and whether it is made from one, two or more milkings.

In reference to cheese, whether any addition was made of cream, and the quantity of rennet used, the mode of preparing it, the method of pressing, and the treatment of the cheese afterwards, and the quantity of salt used.

Best sample of beet sugar made in the State, with an explicit statement of its manufacture in writing \$5 00
 Best sample of maple sugar with the mode of manufacture 5 00
 Best gallon of maple molasses 5 00
 Best specimen of honey in boxes 5 00
 Best specimen of strained honey in jars 5 00
 Best bee-hive, method of securing the honey and taking care of bees, diploma & 5 00

Class 39—Bread and Cake.

Best machine made bread diploma	Best sample jelly cake	3 00
do crackers do	do pound cake	3 00
do butter crackers do	do sponge cake	3 00
Best sample yeast bread 3 00	do Washington cake	3 00
do salt rising bread 3 00	do silicate cake	3 00
do soda rising bread 3 00	do silver cake	3 00
do Graham bread 3 00	do gold cake	3 00
do brown or corn bread 3 00	do ginger bread	2 00
do fruit cake 3 00	do corn starch	2 00
do yeast cake 3 00	do potato starch	2 00

Best sample of flour bread, made by a girl of 16 years or under, with statement of method of making, written out by herself diploma and 5 00
 Best sample of brown bread do do do do do 5 00

Class 40—Preserves.

Best strawberry preserves 3 00	Best raspberry jelly	3 00
do raspberry do 3 00	do strawberry jelly	3 00
do plum do 3 00	do apple butter	3 00
do tomato do 3 00	do plum butter	3 00
do crab apple do 3 00	do display jellies & preserves, soup ladle	
do citron do 3 00	Best specimen preserved small fruits, with sugar, process of manufacture	
do grape do 3 00	to be furnished to committee 2 00	
do apple jelly 3 50	Best specimen preserved large fruit, that has been kept a year or over, with statement of method 3 00	
do grape jelly 3 00		
do currant jelly 3 00		
do crab apple jelly 3 00		

Class 41—Pickles and Catsup.

Best cucumber pickles	\$3 00	Best mixed pickles	3 00
do cauliflower pickles	3 00	do piccalilli	3 00
do plum pickles	3 00	do tomato catsup	3 00
do onion pickles	3 00	do walnut catsup	3 00
do tomato pickles	3 00	do spiced apples	3 00
do mango	3 00	do spiced plums	3 00

The "FARMERS' UNION," may be awarded as a premium to all articles not enumerated, coming within the classes 38, 39, 40 and 41.

DIVISION F.—DOMESTIC MANUFACTURES.

W. W. FOLWELL, Supt.

Any article in this division that has taken a first premium at any previous Fair, is not to come in competition, but may be put on exhibition.

Class 42—Home made.

Best pair of woolen blankets	\$5 00	Third best, premium on all	2 00
Second best	3 00	Best ten yards of satinet	5 00
Best 10 yards of woolen cloth	5 00	Second best	3 00
Second best	3 00	Best woolen shawl	5 00
Best ten yards of woolen flannel	5 00	Second best	3 00
Second best	3 00	Best pair woolen stockings	5 00
Best ten yards of woolen carpet	5 00	Best pair woolen mittens	2 00
Second best	3 00	Best two pounds of stocking yarn ..	3 00
Best hearth rug	5 00	Best ten yards of diaper	2 00
Second best	3 00	Best ten yards of tow cloth	5 00
Best ten yards of rag carpet	5 00	Second best	3 00
Second best	3 00	Best and greatest variety of articles man- ufactured by any one family, but not containing any article entered separately for a single premium, or that has been exhibited at any previous State fair	\$10 00
Best woolen coverlet	5 00		
Second best	3 00		
Best pair woolen hose, knit by a girl 12 years old	2 00		
Second best	1 00		

Class 43—Factory made.

Best piece of doeskin manufactured in this State	silver medal and diploma	Best two Mars-illes quilts	diploma
Best display of woolen goods manu- factured in State, silver medal & diploma		Best white woolen blankets	do
Best and handsomest display of carpets, silver medal & diploma		Best woolen mannf. coverlet, not previously shown	do
Best 25 yards wool carpets, manufactured in Minn.	silver medal & diploma	Second best	do
Best and handsomest five hearth rugs, diploma		Best display of paper hangings ..	do
do five fancy door mats..	do	TO BE EXHIBITED BY MANUFACTURER.	
Finest display window curtains..	do	Best piece cassimere or plain cloth, diplo.	
Best and finest window blinds..	do	Best piece satinet	do
Best display of oil cloths	do	Best piece blanketing	do
		Best piece flannel	do
		Best gent's blanket shawl	do
		Best lady's blanket shawl	do
		Best display articles of above kind, medal	

Class 44—Furniture.

Best chamber suite consisting of one bed- stead, one bureau with mirror, and one washstand, made entirely in this State	silver medal	Best work stand	diploma
Best parlor suite of 1 sofa, 1 gent's easy chair, 1 lady's easy chair, and 4 side chairs, made entirely in the State	silver medal	Best hat rack	do
Best upholstered easy chair	diploma	Best divan	do
Best office desk	do	Best lounge	do
Best book case	do	Most elegant display of furniture made in Minnesota, silver medal and diploma	
Best extension table	do	Best sink board	diploma
Best set kitchen or wooden chairs	do	Best Refrigerator	do
Best dressing bureau	do	Best school furniture	do
		Best moss mattress	do
		Best curled hay mattress	do
		Best husk mattress	do
		Best spring bed	do

Class 45—Wood and Willow Ware.

Best lot of grain measures	Diploma	Best display factory made baskets dipl.
do tight cask	do	do assortment brushes
do flour barrel	do	do plain panel door
do assortment tubs	do	do ornamental panel door
do $\frac{1}{2}$ doz. butter firkins	do	do window wash
do $\frac{1}{2}$ doz buckets	do	do ornamental bracket
do $\frac{1}{2}$ doz. split baskets, hand made do	do	do window blinds
do $\frac{1}{2}$ doz. willow baskets, do	do	do

Class 46—Stoves, Hollow ware and Castings.

Best coal cooking stove	silver medal	Best ornamental cast iron vase on pedestal
Best wood do	do	do Best cast iron grate
Best combined wood & coal do	do	do Best church bell
Best heating stove for coal	do	do Best steamboat bell
do do for wood ..	do	do Best locomotive bell
Best parlor cook stove for coal	do	do Best hotel signal
do do for wood ..	do	do Best lot of brass work
Best gas cooking apparatus	diploma	do Best registers
Best stove furniture	do	do Best ventilators
Best cooking range	silver medal	do Best ornamental fountain
Best portable range	do	do Best parlor grate
Best hot air furnace	do	do Best casting for fire front
Best steam heating apparatus	do	do Best ornamental statuary
Best school house ventilator	diploma	do Best iron chair
Best assortment of hollow ware	do	do Best fruit and flower stand
Best wrought iron fence	do	do Best display of rustic work
Best cast iron fence	do	do

Class 47—Miscellaneous.

In this class there is usually a large number of articles presented, which it is not possible to classify, or which may not be named in the above lists. In all cases, such entries will be placed under their appropriate heads, or they will be entered under the heading of *Miscellaneous Manufactures*.

DIVISION G—FINE ARTS, NEEDLE WORK, &c.

W. W. FOLWELL, Supt.

Class 48—Painting, Statuary, Printing, &c.

Best collection of oil paintings, shown by a resident of Minnesota, dipl. & \$25 00	Second best	diploma
Best painting in oil by Minn. artist 25 00	Best design for farm houses and buildings, with description, estimates, &c.	diploma
Best animal portrait do 10 00	Best spec ornamental penmanship do	
Second best do do 5 00	do do printing	do
Best original water color drawing, 5 00	do book binding	do
Best portrait crayon drawing	do sign painting	do
Best landscape crayon drawing	do wood engraving	do
Best collection of arabotypes and photographs	do metal engraving	do

Class 49—Musical Instruments.

Best grand piano for concert use, silver medal	Best assortment musical instruments for an orchestra	diploma
Best parlor piano, either grand, cabinet or square	do do .. for a band ..	do
Best parlor organ	Best melodeon	do

Class 50—Clocks Jewelry and Plated Ware.

Best exhibition of clocks for household use or parlor ornament	Best set mathematical instruments, dipl.	
Best exhibition of silver or plated ware	Best exhibition of table cutlery	do
	Best barometer	do
	Best thermometer for all use	do

Class 51—Needle, Shell, and other fancy work.

Largest and best collection of embroidery by one person	\$10 00	Best specimen worsted work	4 00
Best specimen ornamental needle work	diploma and 4 00	Second best	2 00
Second best	2 00	Best specimen lace embroidery	4 00
Best silk embroidery of any kind	4 00	Second best	2 00
Second best	2 00	Best specimen hair work	4 00
Best worked table cover	diploma & 4 00	Second best	2 00
Second best	2 00	Best specimen waxwork	4 00
Best patchwork quilt	4 00	Second best	2 00
Second best	2 00	Best papier mache work	4 00
Best ottoman,	diploma and 4 00	Second best	2 00
Second best	2 00	Best specimen leather work	4 00
Best specimen of crochet shawl	4 00	Second best	2 00
Second best	2 00	Best specimen plain sewing by a girl under 15 years old	diploma & 5 00
Best crochet hair cover	4 00	Second best	2 00
Second best	2 00	Third best	1 00
Best knit hood	4 00	Neatest darned stocking, diploma & 2 00	
Second best	2 00	Second neatest	1 00
Best worked lamp mats	4 00	Best and neatest mended glove	1 00
Second best	2 00		

To the lady taking the greatest number of premiums, (not less than six) in Division G, Silver Cake dish.

Note.—The former management having met with great difficulties in connection with awards made

Sewing Machines,

the present board decline to encourage competition for the Society's premiums, but every facility will be extended agents, dealers or operators to exhibit their machines, they being required to make their entries, and comply with the rules, the same as if competing. This rule will not be departed from only in case exhibitors unanimously agree upon and select their own committees, in which case the society will award two first diplomas—to the best family, and the best manufacturer's machine.

Class 52—Natural Curiosities, &c.

Best specimen of Minnesota building stone, of any kind, beauty and durability considered.

Best specimen of building stone from anywhere.

Best specimen of Minnesota granite for building purposes; of sandstone for building purposes; of marble; of slate for roofing; of flagstone for paving and coping; of lead ore; of iron ore; of silver ore; of gold ore; of copper ore; of zinc ore; of potters' clay; of fire clay; of mineral paints in crude state; of sand suitable for the manufacture of glass; of coal; of chalk; of peat; of lime—one barrel, with stone from which it was burned.

Largest and best collection of woods for all purposes in Minnesota.

Best display of Minnesota fossils.

Best and best collection of Minnesota iron ores.

Best and best cabinet of minerals, presenting largest variety, and best specimens from Minnesota.

Largest and best collection of minerals from anywhere.

Best collection of preserved birds from Minnesota.

Best collection of preserved animals from Minnesota.

Best collection of preserved fishes from Minnesota.

Best collection of preserved reptiles from Minnesota.

Best collection of shells found in Minnesota.

Best Essay on Archaeology from anywhere, with specimens.

Best Essay on the Agricultural Productions of any county in the State.

Best Essay on the Geology of any county in the State.

Each specimen in the above list must be accompanied with a written description of the section, town and range, and State—if valuable by reason of its quantity, quality and accessibility.

Best Essay on Rotation of Crops,

“ “ Manures.

“ “ Implements.

“ “ Stock Breeding.

“ “ County Geology.

“ “ Rural Adornments.

The Executive Committee will award suitable premiums.

DIVISION H—FLOWERS, FRUITS AND VEGETABLES.

This Division is under the supervision of the Minnesota Horticultural Society.

1. Exhibitors of fruits and flowers will have the right to take orders the first three days of the fair, and to sell and deliver to purchasers the last day of the fair.

2. No firm will be allowed to enter fruits or flowers in the name of the firm, unless grown by them as joint owners.

3. Exhibitors are requested to designate by card, each distinct entry, and must have a separate and distinct quantity for each entry made.

4. A plate of fruit to consist of not less than five specimens.

5. Persons exhibiting plants for the largest and best collections must exhibit them in one body or group, and none of such plants shall compete for any other premium.

All committees shall report to the secretary of the Horticultural Society in detail, the reasons upon which their judgment is predicated in making awards.

These reports shall be entitled to compete for a premium of \$25, which is hereby offered by the State Horticultural Society for the best and most instructive report of awarding committees in the horticultural department.

This premium is to be awarded at the annual meeting of the State Horticultural Society in January.

RULES.—The Awarding committees will report a list of the varieties in each collection to which they award premiums. All fruits must be grown by the exhibitor, and correctly labelled, (five of each variety,) accompanied by a list of the same for each entry. No collection can compete for more than one premium. No premium shall be awarded for inferior specimens or collections, it being the object not to encourage the exhibition of inferior sorts, having reference to the excellence and value of varieties only.

Class 53—Flowers and Plants in Pots, &c.

FLOWERS—PROFESSIONAL.	
Best and most tastefully arranged collection of green house plants by one exhibitor.....	Silver pitcher or \$20 00
Second best.....	do or 10 00
Best and most tastefully arranged collection of hot house plants by one exhibitor ..	silver pitcher or 20 00
Second best.....	do or 10 00
Best collection ornamental foliage plants	Butter dish or \$5 00
do of climbing and trailing vines.	3 00
do of cactus	5 00
do of Coleus	3 00
Best plant in hanging basket	2 00
Best 10 single geraniums in bloom.	3 00
Best 5 double do do	3 00
Best collection tricolor and silver edge geraniums	3 00
Best six fuchsias in bloom	3 00
Best three tuberoses in bloom	2 00
Best collection of roses in pots in bloom, not less than 5 varieties.	5 00
Best collection of asters	2 00
Best five carnation pinks	3 00
Best double petunias	2 00
Best 8 named pansies in bloom...	2 00

Class 54—Flowers and Plants in Pots.

FLOWERS—BY AMATEURS WHO EMPLOY PROFESSIONAL GARDENERS.	
Best and most tastefully arranged collection of green house plants by one exhibitor ..	Ice pitcher val. \$20 00
do do hot house plants.	Castor val. 20 00
Best collection cactus	Cup val. 5 00
do of climbing and trailing vines,	Goblet val. 5 00
do of ornamental foliage plants,	Cream pitcher val. 5 00
Best collection of roses in pots in bloom, Butter dish val. 5 00	
do of fuchsias	
do of plants in blooms and the most tastefully arranged,	
Bouquet holder val. 5 00	
do of double geraniums,	
sugar bowl val. 5 00	
do carnation pinks in bloom,	
Goblet val. 5 00	
do Begonias..pair but. knives val. 5 00	

Class 55—Floral Designs and Cut Flowers.

DESIGNS AND CUT FLOWERS.	
This class is for professional florists and all who employ professional gardeners.	
Best floral design, natural flowers and leaves	\$5 00
Second best	3 00
Best arranged and greatest variety of cut flowers	5 00
Second best	3 00
Best arranged basket of hot house flowers	3 00
do do of green house flowers.	3 00
do do of annual flowers	3 00
Best pyramidal bouquet of green house flowers	2 00
do do of annual flowers	2 00
Best pair of round or oval bouquets	
of hot house flowers	2 00
do do of annual flowers	2 00
Best flat round bouquet of green house flowers	2 00
do do of hot house flowers	2 00
do do of annual flowers	2 00
Best bouquet of everlasting flowers	2 00
Best basket everlasting flowers	2 00
Best display of dahlias not less than 20 named varieties	5 00
do do 10 named varieties	3 00
do do 5 named varieties	3 00
Best and greatest collection roses	3 00
do do of pinks	3 06
Best collection of verbenas	3 00
do do seedling verbenas	3 60
Best seedling verbenas of 1873	1 00

Class 56—Flowers and Plants in Pots.

FLOWERS—BY AMATEURS WHO CULTIVATE FLOWERS AND PLANTS WITHOUT THE AID OF PROFESSIONAL GARDENERS.	Best plant in hanging basket	2 00
Best and most tastefully arranged collection of green house plants by one exhibitor .. diploma and \$10 00	Best collection of coleus	2 00
Second best	Best collection of cactus	2 00
Best and most tastefully arranged collection of hot house plants by one exhibitor .. diploma and 10 00	Best 5 single geraniums in bloom	2 00
Second best	Best 5 double geraniums in bloom	2 00
Best collection ornamental foliage plants	Best collection of fuchsias in bloom	2 00
Best and greatest variety of trailing and climbing vines	Best collection tricolor and silver edge geraniums	2 00
Second best	Best collection of asters in bloom	2 00
Best and greatest variety of trailing and climbing vines	Best single specimen fuchsia in bloom	1 00
Second best	do do tuberose in bloom	1 00
Best and greatest collection of roses in pots in bloom	Best and greatest collection of roses	
Second best	Best 3 pansies in bloom	2 00
Best 3 carnation pinks in bloom	Best 3 carnation pinks in bloom	2 00

Class 57—Floral Designs and Cut Flowers.

DESIGNS AND CUT FLOWERS.	flowers and leaves	3 00
This class is for Amateurs who cultivate flowers and plants without the aid of a professional gardener.	Second best	2 00
Best floral design, natural flowers and leaves	Best pyramidal bouquet	2 00
Second best	Best bouquet of roses	2 00
Best arranged and greatest variety of cut flowers	Best flat round bouquet	2 00
Second best	Best bouquet of everlasting flowers	2 00
Best arranged basket annual flowers	Best display of dahlias not less than 12 named varieties	3 00
Second best	Best six do	2 00
Best arranged basket geranium	Best collection of verbenas	2 00
	Best and greatest variety of phlox Drummondii	2 00

Class 58—Fruits, Professional.

APPLES.	five specimens each	10 00
Best and greatest variety not less than five specimens each, silver ice pitcher	Second best	5 00
Second best	Third best	3 00
Third best	Largest specimen	5 00
Fourth best	Second best	3 00
Best show of autumn apples	PLUMS.	
Second best	Best and greatest variety, three specimens each, tame	5 00
Best show of winter apples	Second best	3 00
Second best	Best collection of native cultivated	5 00
For largest specimen apple	Second best	3 00
Best display of the varieties named in the first list adopted by the Minn. Horticultural Society at their last winter meeting	Best single variety native plum, (size and quality,)	3 00
Second best	Second best	2 00
Third best	GRAPES.	
Best display in list for trial ditto	Best and greatest variety, not less than 5 bunches each	15 00
Second best	Second best	8 00
Third best	Best five varieties, adapted to general culture, hardiness, time of ripening and quality to rule	10 00
Best single plate Dutchess of Oldenburg, 6 specimens	Second best	5 90
do do Tetofsky	Third best	3 00
do do Fameuse	Best plate 5 bunches Delawares	2 00
do do Haas	do do Concords	2 00
do do Ben Davis	Best show of foreign grapes grown under glass	5 00
	do do grown out of doors	5 00

PEARS.

Best and greatest variety of pears,

Class 59—Fruits,

APPLES.

Best and greatest variety, not less than five specimens each, silver ice pitcher	For largest specimen apple	2 00
Second best	Best display of the varieties named in the first list adopted by the Minn. Horticultural Society at their last winter meeting	
Third best	Second best	10 00
Fourth best	Third best	6 00
Best show of autumn apples	Best display in list for trial do do	10 00
Second best	Second best	6 00
Best show of winter apples	Third best	3 00
Second best	Best display in list for trial do do	10 00

Non-professional.

For largest specimen apple	Second best	10 00
Best display of the varieties named in the first list adopted by the Minn. Horticultural Society at their last winter meeting	Third best	6 00
Second best	Best display in list for trial do do	10 00
Third best	Second best	6 00
Best display in list for trial do do	Third best	3 00

Class 59—Continued.

Best single plate Dutchess of Oldenburg, six specimens	2 00	Second best	3 00
do do Tetofsky ditto	2 00	Best single variety native plum, (size and quality)	3 00
do do Faneuse	2 00	Second best	2 00
do do Haas	2 00	GRAPES.	
do do Ben Davis	2 00	Best and greatest variety, not less than five bunches each	15 00
PEARS.		Second best	8 00
Best and greatest variety of pears, 3 specimens each	10 00	Best five varieties adapted to general culture, hardiness, time of ripening and quality to rule	10 00
Second best	5 00	Second best	5 00
Third best	3 00	Third best	3 00
Largest specimen	5 00	Best plate 5 bunches Delawares	2 00
Second do	3 00	do do do Concoards	2 00
PLUMS.		Best show of foreign grapes grown under glass	5 00
Best and greatest variety, three specimens each, tame	5 00	do do grown out of doors	5 00
Second best	3 00		
Best collection of native, cultivated	5 00		

Class 60—Seedlings.

Best collection of seedling apples raised by exhibitor	\$10 00	Best seedling pear	10 00
Best seedling apple for all purposes	5 00	Second best	5 00
do sweet apple	4 00	Best seedling plum	5 00
do autumn apple	3 00	Second best	2 00
do winter apple	5 00	Best seedling grape	5 00
		Second best	2 00

Persons competing in this class will not be permitted to show more than one variety under each entry, except for collection. A written statement must accompany the entry, stating the origin, age of tree, probable hardiness, soil grown upon and situation as to exposure.

Class 61—Nursery Trees and Shrubs.

GROWN IN THIS STATE.

Best collection nursery grown fruit trees, 1 to 3 years old, quality to rule	diploma
do do deciduous ornamental trees, do do	do
Best display of nursery grown deciduous ornamental shrubs, do do	do
do do evergreens	do

Class 62—Wines and Cider.

Best and greatest variety of wines manufactured in the State (not less than 25 bottles)	£5 00	Best blackberry wine	3 00
Best grape wine, not less than six bottles	10 00	Best strawberry wine	3 00
Best Concord grape wine	5 00	Best raspberry wine	3 00
Best Delaware do	5 00	Best champagne crab apple cider, 3 bottles	5 00
Best Clinton do	6 00	Best elderberry wine	3 00
Best any other do	5 00	Best crab apple cider, 3 bottles	5 00
Best red currant wine, 3 bottles	3 00	Best common apple cider, 3 bottles	5 00
Best white do do do	3 00	Best crab apple cider vinegar	5 00
Best black do do do	3 00	Best common apple cider vinegar	5 00
		Best factory made vinegar without acids	5 00

It will be required that all wines be made by exhibitors and without the addition of whiskey, alcohol or spirits of any kind.

Class 63—Vegetables.

Best and greatest variety of roots for cattle (with list of same) not less than four varieties	\$10 00	Best twelve orange carrots	2 00
Second best	5 00	Second best	1 00
Best and greatest variety of culinary vegetables raised by exhibitor not less than 24 varieties	15 00	Best twelve parsnips	2 00
Second best	10 00	Second best	1 00
Best 12 long blood beets	2 00	Best twelve white summer turnips	2 00
Second best	1 00	Second best	1 00
Best 12 turnip rooted beets	2 00	Best 12 yellow summer turnips	2 00
Second best	1 00	Best 12 yellow Swedish or rutabaga turnips	2 00
		Second best	1 00

Class 63—Continued.

Best 12 white German rutabaga turnips	2 00	Best three Boston marrow squash.	2 00
Second best	1 00	Second best	1 00
Best 12 salisfy or vegetable oysters	2 00	Best three turban squash.	2 00
Second best	1 00	Second best	1 00
Best three roots horse radish	2 00	Best three winter crooknecks.	2 00
Second best	1 00	Second best	1 00
Best six flat dutch cabbage	3 00	Best three field pumpkins.	2 00
Second best	2 00	Second best	1 00
Best six drumhead cabbage	3 00	Best three sweet pumpkins.	3 00
Second best	2 00	Second best	1 00
Best six cauliflower	3 00	Best three water melons.	3 00
Second best	2 00	Second best	1 00
Best three Brussels sprouts	2 00	Best three musk melons.	2 00
Second best	1 00	Second best	1 00
Best six stalks of celery	5 00	Best three cantelope melons.	2 00
Second best	3 00	Second best	1 00
Best six vegetable eggs	3 00	Best three nutmeg melons.	2 00
Second best	2 00	Second best	1 00
Best three stalks or string of bell peppers	2 00	Best three citron melons.	2 00
Second best	1 00	Second best	1 00
Best half peck tomatoes	2 00	Best three cucumbers.	2 00
Second best	1 00	Second best	2 00
Largest specimen tomato	1 00	Best three endives.	1 00
Best half peck white onions	2 00	Best specimen of tobacco.	2 00
Second best	1 00	Second best	1 00
Best half peck yellow onions	2 00	Best one peck onion sets.	2 00
Second best	1 00	Second best	1 00
Best half peck red onions	2 00	Best and greatest display potatoes.	5 00
Second best	1 00	Second best	3 00
Best half peck Lima beans	2 00	Best half peck seedling potatoes for table use.	5 00
Second best	1 00	Second best	3 00
Best half peck Windsor beans	2 00	Best half peck potatoes, any variety for table use.	3 00
Second best	1 00	Second best	2 00
Best six stalks of rhubarb	2 00	Best peck early potatoes for fall use.	3 00
Second best	1 00	Second best	2 00
Best and largest squash	3 00	Best peck late potatoes for winter and spring use.	3 00
Second best	2 00	Second best	2 00
Best three pure Hubbard squash.	3 00		
Second best	2 00		

DIVISION I—GRAIN, FLOUR, MEAL, SEEDS.

Class 64.

Best exhibition of grains and seeds for field crops, variety and quality of seeds to be taken into consideration, Diploma and Society silver cup		Second best	2 00
Best bushel winter wheat.	\$10 00	Best 25 ears yellow flint corn.	5 00
Second best	5 00	Second best	2 00
Best bushel spring wheat.	10 00	Best 25 ears white flint corn.	5 00
Second best	5 00	Second best	2 00
Best bushel rye.	5 00	Best 12 ears evergreen sweet corn.	3 00
Second best	2 00	Second best	2 00
Best bushel barley.	5 00	Best 12 ears early sweet corn.	3 00
Second best	2 00	Second best	2 00
Best bushel oats.	5 00	Best 10 ears pop corn.	3 00
Second best	2 00	Second best	2 00
Best bushel buckwheat.	5 00	Best sample hops.	3 00
Second best	2 00	Second best	1 00
Best peck white beans.	5 00	Best peck of clover seed.	3 00
Second best	2 00	Second best	2 00
Best peck peas.	5 00	Best peck of timothy seed.	3 00
Second best	2 00	Second best	2 00
Best 25 ears yellow dent corn.	5 00	Best peck of red top seed.	3 00
Second best	2 00	Second best	2 00
Best stalk yellow dent with ears.	2 00	Best peck of June or Ky. blue grass.	3 00
Best 25 ears white dent corn.	5 00	Second best	2 00

Class 64—Continued.

Best peck of flax seed	3 00	do	do	Minn. spring wheat	do	5 00
Second best	2 00	Best	half-lb'l oat meal	... diploma &	5 00	
Best exhibition of vegetable and flower		do	pearl barley.	do	5 00	
seeds raised in Minnes. ta.	5 00	do	corn meal ..	do	5 00	
Second best	2 00	Best	ton of tame hay	.....	5 00	
Best barrel of flour made from Minnesota		Second best	.....	.....	2 00	
winter wheat.....	diploma and 5 00					

Exhibitors taking first premiums in this class will be expected to donate samples of grains and seeds to the society for exhibition at the Secretary's office.

DIVISION K—MISCELLANEOUS.

Class 65—Boots and Shoes.

Best assortment of custom made boots		Best	gents' winter shoes	.....	2 00	
and shoes manufactured in the State,		do	summer shoes	.....	2 00	
silver medal		do	slippers	.....	2 00	
Best assortment sale made do	do	do	stog' boots	.....	2 00	
Best lumberman's drive boots.....	\$2 00	Best	ladies' winter walking boots	..	2 00	
Best hunting boots.....	2 00	do	summer	do	2 00	
Best gents' summer boots	2 00	do	slippers	.....	2 00	
do winter boots.....	2 00	Best	lot rubber boots and shoes	....	2 00	

Class 66—Harness, Saddles and Leather.

Best assortment of harness and saddlery,		Best	assortment of whips	.....	diploma	
silver medal		Best	ent's riding saddle & bridle	do		
Best heavy double team harness and		Best	lady's do do	do		
collars	silver medal	Best	sole leather manuf. in the state,		silver medal	
do do single team do do	bronze do	Best	upper leather	do	do	
Best single carriage or buggy		Best	harness leather	do	diploma	
harness	silver do	Best	calf skins	.....	do	
Best double carriage do	silver do	Best	morocco leather	.....	do	
Best horse collars.....	diploma					
Best horse hames	do					

Class 67—Lumber.

Best stock of sawed pine lumber, lot less than 30 boards		silver medal
Best stock of sawed oak boards		do
Best specimen of dressed lumber not less than 15 boards		bronze medal
Best M white pine shingles, hand made	diploma &	do
do do do machine made	do	do

Class 68—Marble, Stone and Brick.

Best marble mantles		bronze medal
Best marbleized iron mantles		do
Best marbleized slate mantles		do
Best specimen of ornamental marble work		do
Best display of sculpturing by male artist	silver medal	
do do by female artist	do	
Best display of terra cotta manufactured in the State		bronze medal
Best fire brick, not less than twelve, made in the State		do
Best pressed brick	do	do
Best ornamental fire proof chimney tops		do
Best water cement.....	bronze medal	Best display iron furniture. bronze medal
Best drain tile	do	Best monumental design... do

RAMSEY COUNTY SPECIAL PREMIUMS.

PREMIUMS OFFERED by the County Agricultural Society for the State Fair.

1st Premium for the largest number and best specimens of vegetables	\$10.00
2nd Best Premium	5.00
The person that takes the greatest number of Premiums on Fruit	\$10.00
2nd Best Premium	5.00
The greatest collection and display of roses	10.00
2nd Best Premium	5.00

L. S. WOODRUFF, President.

JOS. FREEMAN, Secretary.

SPECIAL PREMIUMS.

W.M. PAIST, Esq., Secretary of the Minnesota State Agricultural Society, St. Paul :
 We take the liberty to inform you that we will offer prizes as detailed below, for certain manufactures to be exhibited at the next State Fair, if it is agreeable to the managers of it :

Prize A. For the best Chemise made by a farmer's daughter under eighteen years of age.	\$3.00
Prize B. For the best white, Men's Shirt made by a farmer's daughter under eighteen years of age.	3.00
Prize C. For the best specimen of Hand Embroidery made by a farmer's daughter under eighteen years of age.	3.00
Prize D. For the best pair of hand knit Woman's Hose made by a farmer's daughter under eighteen years of age.	1.00
Prize E. For the best pair of Men's Woolen Hose knit by a farmer's daughter under eighteen years of age.	1.00
Prize F. For the best loaf of brown Bread made of Graham flour, or of rye flour, and made by a young lady under eighteen years of age, in town or country.	2.00

The articles competing for the above prize must never before have been exhibited, and must have been made since the last State Fair, and be accompanied by an envelope containing the statement of name, age, residence, and any other facts suitable of mention, written by the exhibitor. The prizes to be paid at our store on presentation of the Judge's certificate, on condition that the prize articles be exhibited at our store for a month after the Fair.

Your obedient servants,
 FOX & JURGENS,
 Dry Goods Dealers, Seventh street, third door from Jackson.

The MINNESOTA LINSEED OIL COMPANY, of Minneapolis, desiring to extend and improve the cultivation of Flax, and to make it an object for farmers to diversify their crops, and thereby promote their own interests, not raising exclusively crops of wheat or other small grains year after year, which must impoverish the soil, offer a premium of twenty-five dollars for the best crop of Flax to be raised in Minnesota the present season of 1873, of not less than ten (10) acres.

The Company will furnish the sowing seed, wherever it has agents, of prime quality, for a rental of fourteen pounds to the bushel, which will be delivered free, by any of our agents in said county, and contract for the crop of seed, to be paid for in cash, upon delivery to said agent.

The conditions are to be—

- 1st. The largest number of bushels of prime, clean seed to the acre.
- 2nd. The condition and manner of cultivating the land.
- 3rd. A certificate of a competent surveyor, or other person, as to the quantity of land sown.

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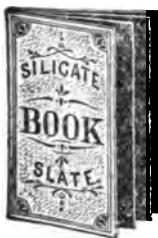
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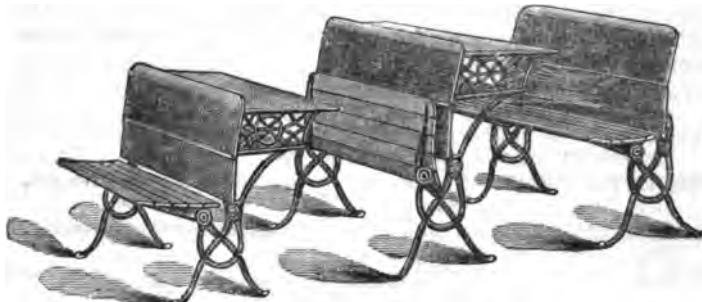
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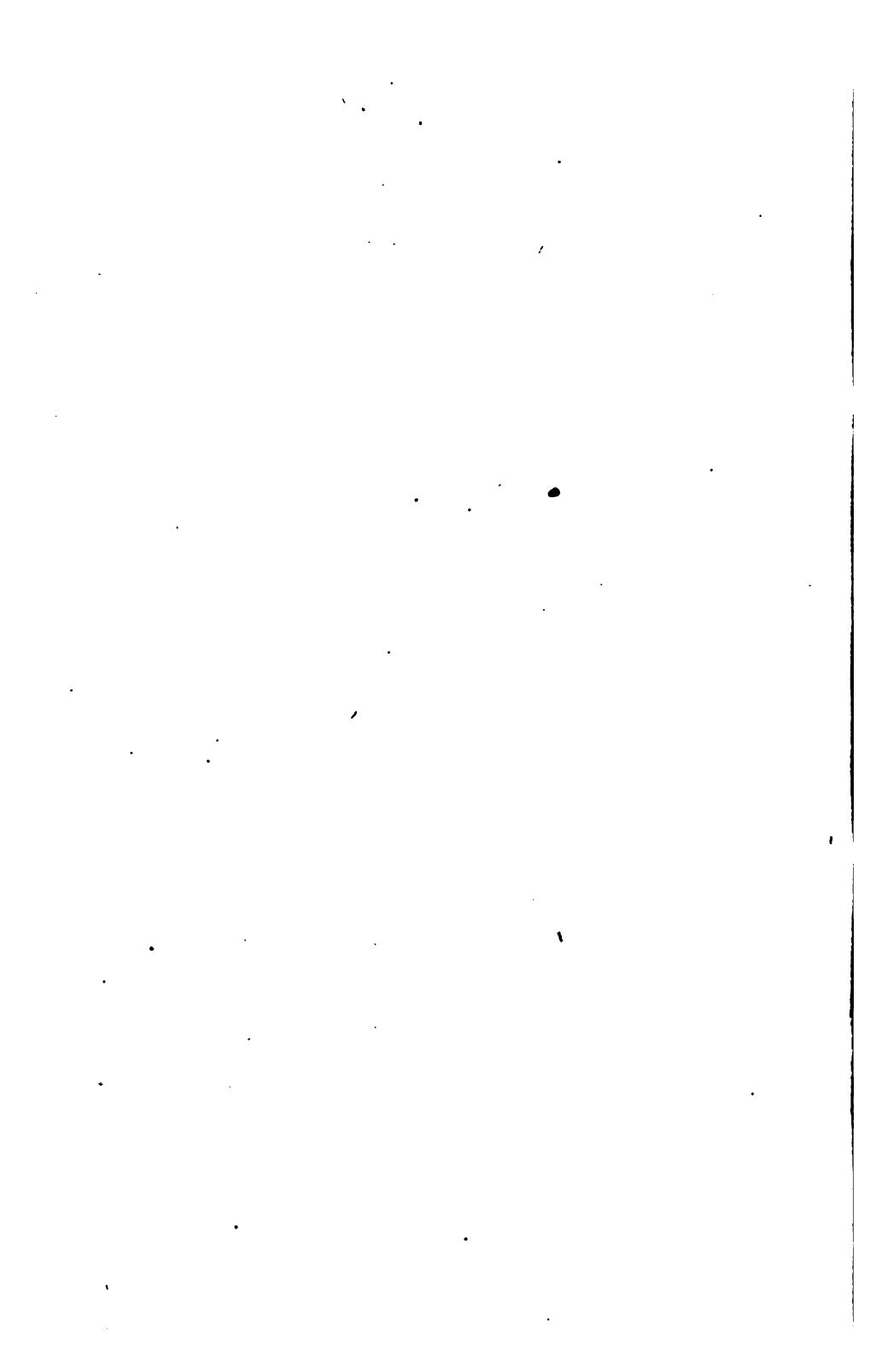
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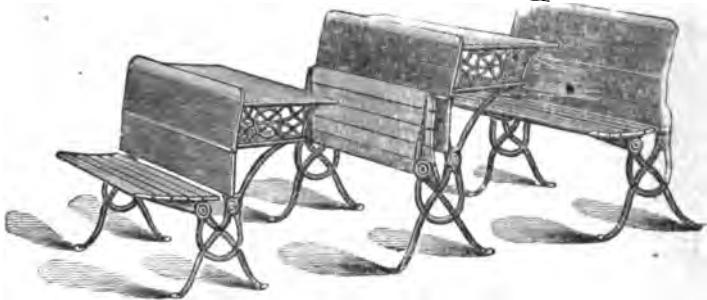
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Oft, as listless you've sat humming on the keys of mem'ry, thrumming
Out unbidden notes of music from the slumb'ring melodies of yore,
Some trilling, thrilling note departed, the linking joys hath sudden parted,
Till, by murmur'ring o'er the others, at the warbling of its brothers,
Back, the truant cometh, singing softly, sweetly, as in years before,
To leave you, nevermore.

But ah! when a WORD has wandered, "*divine afflatus*" all been squandered,
On the kindred meanings pondered, through your treach'rous mem'ry's stock
and store.
Spite your rhyming and your chiming, words and meanings shift and shuffle,
Till yo'er choler wears the ruffle, and the flashing thoughts, Promethean,
Hiss upon the waters Lethean ;—dazed with doubt you pace the floor,
As thousands have before.

Then your "eyes had all the seeming of a demon's that is dreaming"—
Vacant, flaring, glaring, gleaming, stark and staring at the unseen floor ;
Crazed with dance of unpoetic fancies, catching only synomymic glances,
As the wizard, wordless wantons hide-and-seek like Jack-o'-lanterns ;
Now revolving, now dissolving into phantom oaths you never swore,
Only felt them, nothing more.

Felt the flames of fierce affliction as you prayed, "O for a Diction-
Ary balm for ancient Gilead for a treach'rous mem'ry's Illiad
Of woes!" And your prayer was granted, by word-horror now no longer
haunted,
No more demon eyes are glaring, no more phantom oaths are swearing ;
Leaves from Gilead brought by NOAH, WEBSTER'S UNABRIDGED in stock and
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Science, through each nomenclature, arts of every name and nature,
Their pictured symbols here explore ; and will ever bless the modern Noah
For the saving ark he builded, for the language he hath gilded
With such purity and beauty, that with stern, resistless duty,
Carping critics, flaunting, ranting, still must follow with their Babel lore ;
Ever follow in the wake of Noah, only *follow*, nothing more.

Deaneville, N. Y., January 18, 1873.

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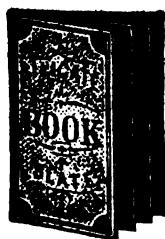
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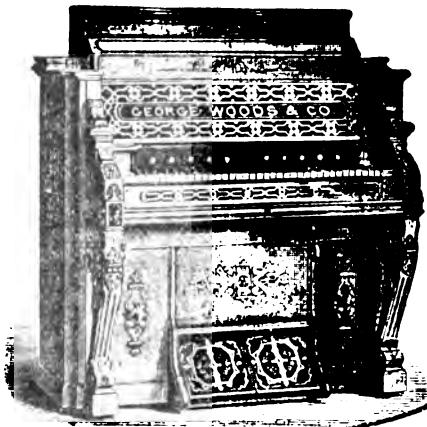
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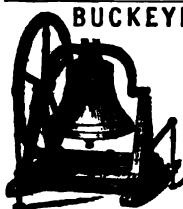
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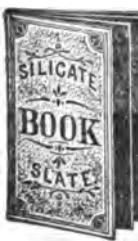


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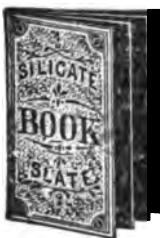
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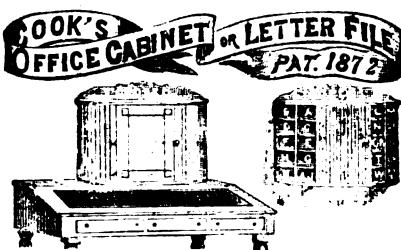
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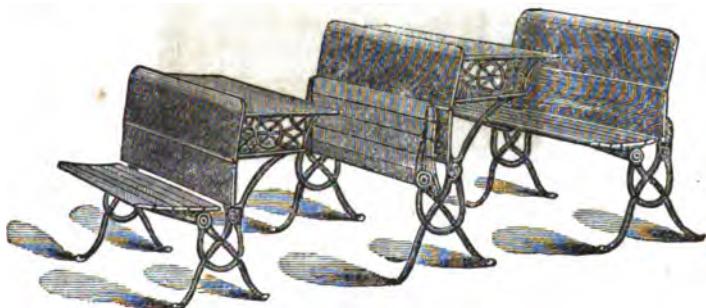
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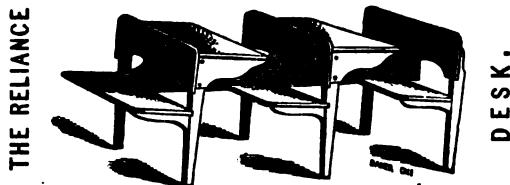
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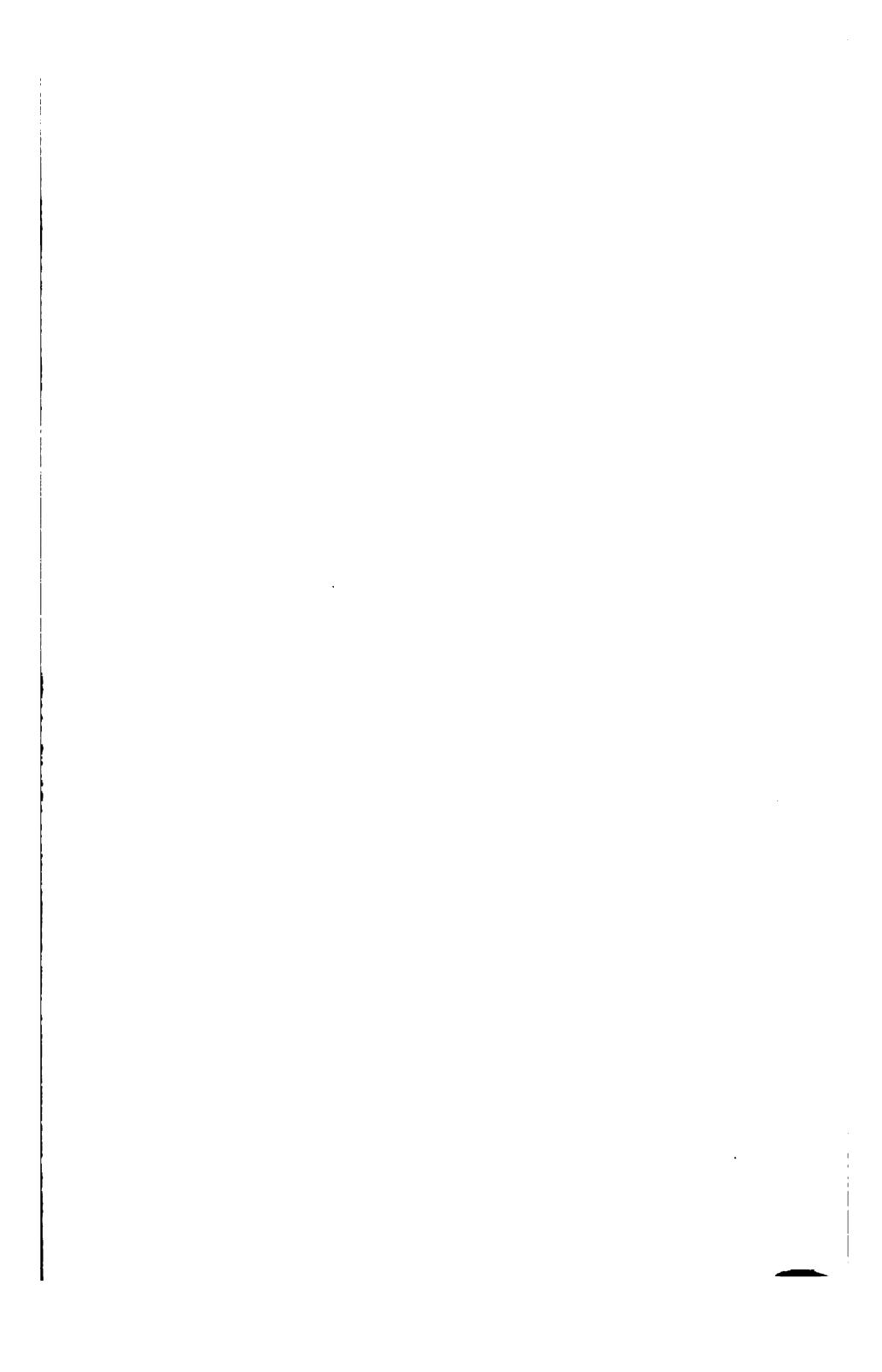
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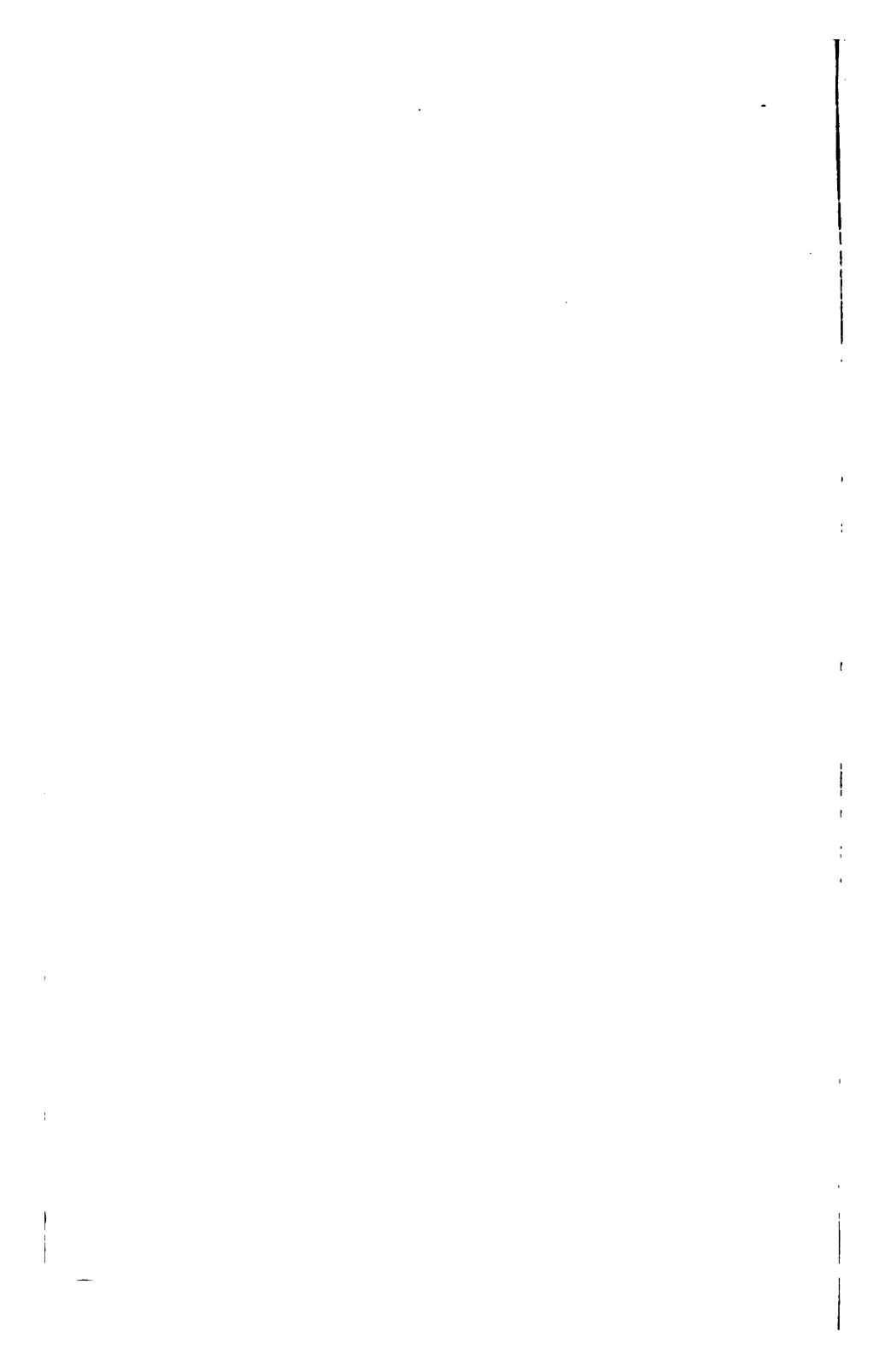
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